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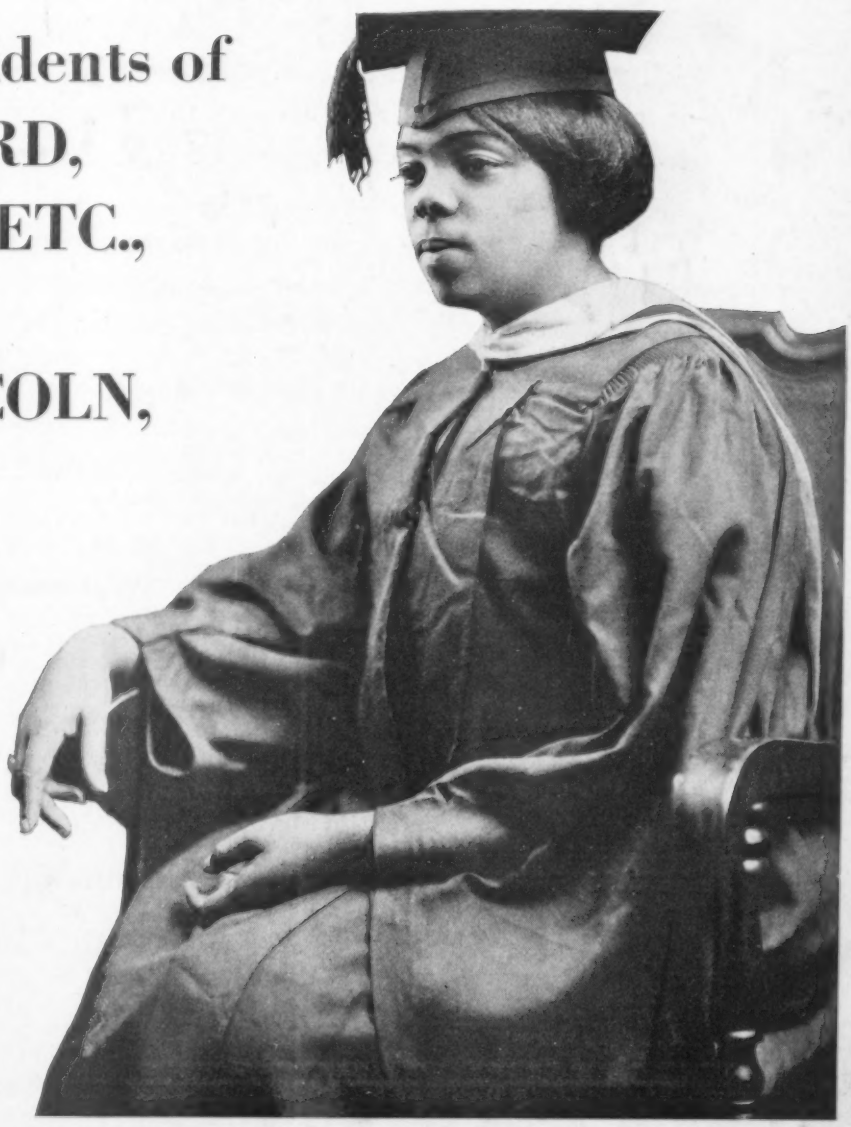

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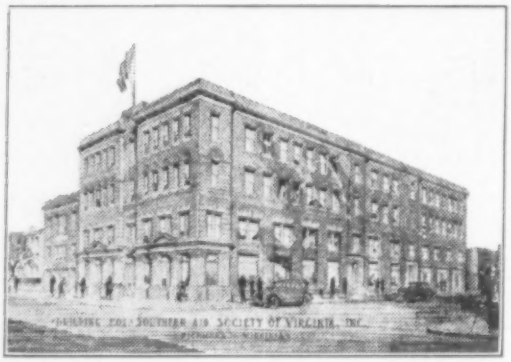

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A Record of the Darker Races

W. E. B. Du Bois, Editor — Irene C. Malvan, Business Manager

The Crisis was founded in 1910 and is the official organ of the National Association for the Advancement of Colored People. It is conducted by an Editorial Board, consisting of W. E. B. Du Bois, Editor-in-chief, Walter White, Herbert J. Seligmann and Rachel Davis Du Bois.

Volume 40, No. 8.

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FORECAST

The elections of Presidential years are of the greatest importance and policies are being adopted and plans laid already for the nomination of the President. In anticipation of this The Crisis will issue a *Political Number* in *September*, with advice as to the "Political Future of the Negro" from:

Senator Simeon Fess, of Ohio. Chairman of the Republican National Committee.

Senator George W. Norris, of Nebraska. The well-known Progressive.

Senator Wm. E. Borah, of Idaho. The noted Independent.

Senator Arthur Capper, of Kansas. The Republican leader and member of the Board of Directors of the N. A. A. C. P.

Senator Robert J. Buckley, of Ohio. The Democrat, who defeated McCulloh.

We have also invited *Senator Pat Harrison* of Mississippi to send us a statement, but we have not as yet had his reply. We shall add some of our own advice and comment. You can see that this is going to be an important number.

The October Number of The Crisis will be our annual Children's Number. We cannot, unfortunately, print all the photographs sent us but we shall print a few of the best, provided they reach us not later than August 15th.

The Crisis is published monthly and copyrighted by the National Association for the Advancement of Colored People at 69 Fifth Avenue, New York, N. Y. 15 cents a copy, $1.50 a year. Foreign subscriptions $1.75. The date of expiration of each subscription is printed on the wrapper. When the subscription is due a blue renewal blank is enclosed. The address of a subscriber may be changed as often as desired, but both the old and new address must be given and two weeks' notice is necessary. Manuscripts and drawings relating to colored people are desired. They must be accompanied by return postage and while The Crisis uses every care it assumes no responsibility for their safety in transit. Entered as second class matter November 2, 1910, at the post office at New York, N. Y., under the act of March 3, 1879, and additional second class entry at Albany, N. Y.

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As the Eagle Soars

The question will arise tomorrow, it has arisen today: Where are Gaston Riou and his friends going to stand—with the Great God Rubber (automotive) flanked by all his pantheon and his holy harem—the Goddess of Liberty, Spiritual Enlightenment, Art, Science, Progress, Civilization? Or with the great brothers, Asia and Africa, trying to snap their chains? I will have no sidestepping. When the duel starts—and the blind selfishness of Europe makes it almost inevitable—what soldiers will docilely help the adventurers of Europe combat a world fighting for independence?

I answer for myself, pledging no one else, but pledging all of myself: I will not be such a soldier. Europe, if you enter upon this monstrous war I will march against you, against your despotism and your rapacity, and for my brothers in India, China, Indo-China, and all the oppressed and exploited countries. I shall do so not only in the name of justice and the racial rights which you will lyingly invoke, but in the name of civilization itself, of the *greatest* civilization—the unlimited progress of the human spirit. For this spirit has a vital need in this hour to be enriched and renewed by the intellectual and moral contribution of these magnificent races, who, though centuries of rapine have extorted from them their gold, still hold fast to their spiritual treasures, their ancient and now resuscitated civilizations.

ROMAIN ROLLAND in *The Nation.*

As the Crow Flies

Premier McDonald has promised no more wars for England if he can help it. Does this include little punitive expeditions in Asia, and shooting down black women in Africa?

•

The Mayor of New York has dined with the Negro Business League. Mobilization is due in Mississippi and South Carolina.

•

The first woman state official and the first woman judge in New York have proven themselves as dishonest and unreliable as the men, which is not altogether unexpected.

•

Catalonia thinks more of Barcelona than of Spain and hence and therefore.

•

Money talks. Germany and Austria threaten to throw down their tariff walls. Thereupon France knocked the chief Austrian bank in the eye and the Ender Government had to resign. Britain and Italy rushed in waving handfuls of cash and time has been called for the first round.

•

"Uncommonly easy" money conditions is what the New York banks find. Oh yeah! Well, try to get some.

In this reparations business Hoover proposes and France and the United States Congress will dispose and how!

•

Pity the poor railroads, down and out and begging for a few per cents. Remember what the dear things have done for us in the past.

•

Yes, the subway company of New York is going to sell to the city its own property at a price which they will name and at present the negotiators are only seven or more millions of dollars apart. Fancy haggling over that!

•

If it wasn't for the Telephone Company, the Electric Light Company, the Power Trust and Al Capone, what would poor Chicago do for cash?

•

President Harding was betrayed. Everybody knew about it while it was going on except Herbert Hoover and Calvin Coolidge who sat right beside him in the Cabinet. They didn't catch even a murmur until he was dead.

•

Merrily merrily the banks go on failing and the newspapers go on telling about them,—in small type at the bottom of the column, in the inside.

Surely prosperity will come again but not to everybody. Every slump, every depression, like every war, leaves the dead, the wounded, the maimed and the discouraged. For them prosperity will never come again.

•

The noble Lord Kylsant of the Royal Mail Steam Packet Company, London, England, is accused of lying. He replies that he did it for the welfare of his Company. What higher morality is there than this?

•

We can now ride 143 miles an hour on Krupenberg's Railway Zeppelin; but why and whither and what to do when we arrive?

•

In order to restore industry and wages, Mr. Hoover proposes a donation of $246 million from the United States, $87 million from France, $20 million from Great Britain, and $9 million from Italy. And cheap at that!

•

Five hundred Americans have each the legal right to take as their private property from one to twenty millions of dollars annually from the income which 120 million people produce.

The Year in Negro Education

DIRECT returns from a questionnaire sent out by THE CRISIS this Spring, and from estimates covering other institutions, indicate that there were in the United States during the collegiate year 1930–31, 18,500 Negro college students enrolled, and of these 1,980 received the Bachelor's degree.

NEGRO COLLEGES

Twenty-six Negro colleges and universities sent us the following returns:

College	Enrollment	A.B. & B.S.	Ranking Student
Howard	2,473	222	C. R. Jenkins
Prairie View	997	135	S. R. Jones
Hampton	779	82	H. H. Carl
S. Carolina State	734	34	R. McGirt
West Virginia State	647	27	J. C. Page
Virginia Union	551	31	M. J. Ruffin
New Orleans	485	40	H. J. Yarbrough
Tuskegee	483	28	W. E. Henry
Fisk	473	101	Nadine Roberts
Morehouse	470	68	A. R. Brooks
Morgan	464	70	J. J. Fisher
Clark	375	53	C. W. Aycock
Lincoln, Pa.	361	60	F. A. DeCosta
Johnson C. Smith	317	67	A. T. James
Shaw	300	48	Benj. Quarles
Talladega	284	58	E. Goodman
Knoxville	263	31	W. H. Amos
Lane	279	44	V. Smith
Spellman	241	24	W. J. Dobbs
Livingstone	240	23	B. J. Lee
Bennett	155	20	B. C. Johnson
Straight	139	11	.....
Paine	115	7	F. R. Pritchard
Tougaloo	89	10	B. Williams
Virginia Theolog'c'l	76	12	.....
Atlanta	42	...	.....
Arkansas Baptist	40	7	L. H. Wofford
Total	11,872	1,383	

Of the Negro colleges covered by the Government survey in 1927, the following have not reported to us. They had 1926–27 the number of college students indicated:

Miles Memorial College, Ala.	78
Philander Smith, Ark.	61
Shorter University, Ark.	19
A. and M. Normal, Ark.	21
State College, Del.	19
Edward Waters, Fla.	34
Florida A. and M., Fla.	118
Georgia N. and A., Ga.	35
Morris Brown, Ga.	186
Georgia State Industrial, Ga.	47
Xavier, La.	37
Southern, La.	107
Alcorn, Miss.	88
Jackson, Miss.	49
Rust, Miss.	82
Lincoln, Mo.	181
A. and T., N. C.	101
State Normal, N. C.	103
Kittrell, N. C.	103
St. Augustine, N. C.	48
Winston-Salem, N. C.	179
State Colored Normal, N. C.	48
College for Negroes, N. C.	56
Wilberforce, Ohio	549
Langston, Okla.	240
Allen, S. C.	136
Benedict, S. C.	87
Claflin, S. C.	77
Morris, S. C.	81
Morristown, Tenn.	38
A. and I. State, Tenn.	422
Bishop, Tex.	316
Samuel Houston, Tex.	187
Paul Quinn, Tex.	177
Texas College, Tex.	121
Tillotson, Tex.	20
Wiley, Tex.	352
St. Paul, Va.	55
Total	4,660

It is probable, therefore, that the total enrollment in Negro institutions for the scholastic year 1930–31 was, at least, 16,000 students, and the total graduates were about 1,700 Bachelors of Arts.

HIGHER and professional degrees granted by these institutions were reported as follows:

All of the forty-two students of Atlanta University were graduate students. One degree of Master of Arts was granted.

Howard University graduated eight students in Theology with the Bachelor's degree, twelve lawyers, fifty-four physicians, twelve dentists and thirteen pharmacists. It also gave eight Master's degrees, and four honorary degrees.

Johnson C. Smith graduated five in Theology.

Lincoln graduated six in Theology and gave three honorary degrees.

Livingstone and Morehouse, each gave one honorary degree.

Morgan gave four honorary degrees.

Shaw graduated two in Theology.

Virginia Union gave two honorary degrees.

Meharry Medical College, Nashville, Tenn., graduated forty-four in Medicine, eleven in Dentistry, and twelve in Pharmacy.

The most significant events in colored colleges during the last scholastic year have been the completing of the million-dollar endowment at Talladega, and the erection of the following buildings:

A new gymnasium at Clark; a new library at Fisk; a new dormitory at Lincoln; a science building at Morgan; a library at Paine; a mechanical engineering building and an educational building at Prairie View; a gymnasium at South Carolina State; a new boys' dormitory at Tougaloo; and a vocational training building at West Virginia State. Other buildings have been begun at Atlanta University and at Livingstone College.

Atlanta University has entered fully upon her career as a University, having no undergraduate students. Johnson C. Smith, Morehouse and Virginia Union have been recognized by the Southern Association of Colleges. President Peacock of Shaw University has resigned and the first Negro professor has been appointed at Lincoln University.

A number of students of college grade in Junior Colleges are not noted in the above compilation. They include Bethune-Cookman College in Florida, the Brick Junior College in North Carolina, Cheney Training School in Pennsylvania, LeMoyne Junior College in Tennessee and several others.

NORTHERN UNIVERSITIES

SIXTY-TWO Northern universi-ties report their Negro students and their graduates with the Bachelor's degree as follows:

Name	*Students*	*Graduates*
Ohio State University	300	18
Temple University, Pa.	189	7
Illinois University	150	15
State University of Iowa	145	14
New York University	131	11
Boston University	102	12
University of Chicago	100	14
Indiana University	88	8
University of Pittsburgh, Pa.	85	22
Col. of the City of Detroit	83	5
University of Cincinnati	65	4
Lewis Institute, Chicago	50	5
University of Nebraska	47	7
University of Minnesota	46	2
Oberlin College, Ohio	43	....
Butler University, Ind.	39	7
University of California	38	9
University of Wichita, Kans.	38	2
Hunter College, N. Y.	28	15
Kansas State College	28	1
Ohio University	21	2
Syracuse University, N. Y.	17	.....
International Y. M. C. A., Mass.	15	6
University of Colorado	12	2
Wittenberg College, Ohio	11	1
Purdue University, Indiana	10	1
North Eastern University	10	1
University of Omaha, Neb.	9	.....
Yale University, Conn.	8	2
University of Buffalo, N. Y.	8	.....
Rutgers University, N. J.	7	2
Tufts College, Mass.	7	1
University of Denver, Colo.	7	.....
Pennsylvania State	7	.....
Kansas Wesleyan	8	3
Friends University, Kans.	7	1
Harvard University, Mass.	7	3
Bates University, Maine	7	.....
Bradley Polytechnic, Ill.	6	3
Creighton University, Neb.	7	.....
Mass. Inst. of Technology	6	2
Earlham College, Ind.	6	.....
Colorado College	5	2
University of Arizona	4	1
University of Akron, Ohio	4	.....
Wellesley College, Mass.	6	.....
Columbia University	.....	8
University of Southern California	.....	4
St. Ignatius, Calif.	5	2
Michigan State College	5	.....
Rensselaer Polytechnic	4	2
Long Island University	4	.....
Brown University, R. I.	4	1
Colgate University, N. Y.	4	2
University of Wisconsin	4	2
University of Mexico	4	1
Radcliffe College, Mass.	3	.....
University of North Dakota	3	.....
Marquette University, Wis.	3	1
State College, Washington	3	1
Col. of the City of N. Y.	.....	12
New England Conservatory of Music, Mass.	.....	3
Total	2,063	250

A number of institutions with large Negro enrollment were unable to furnish exact figures as to this enrollment. These institutions include: Columbia University, New York; the University of Michigan, Cornell University and the College of the City of New York. They enrolled last year 404 Negro students.

In forty-two other white institutions there were sixty-nine Negro students enrolled, of whom twenty-three were graduated. Among these institutions were Mt. Holyoke College with one student and one graduate; Smith College with one student and one graduate; Stanford University with two students and one graduate; Barnard College with two students and one graduate.

Forty-six white colleges to whom blanks were sent did not return them. Most of these probably had no Negro students. On the other hand there are always a few dozen Negro students distributed in smaller institutions to which we do not send blanks.

It is probable that the total enrollment of Negroes in Northern colleges

was about 2,500 and the total graduates 280.

The higher degrees and distinctions were conferred as follows:

College	Ph.D	A.M	Phi Beta Kappa and Sigma Xi
Brown	...	1	...
Western Reserve	...	1	...
Cornell	...	2	...
Colorado	...	...	1
Columbia	1	...	...
Dartmouth	...	...	1
New York University	...	2	...
Oberlin	...	4	...
Rutgers	...	...	1
University of Chicago	...	...	2
University of Wisconsin	1	1	2
Loyola University	...	1	...
Syracuse University	...	2	...
University of Cincinnati	...	5	...
University of Chicago	...	3	...
University of Colorado	...	1	...
University of Minnesota	...	4	...
University of Michigan	...	1	...
Columbia University	1	36	...
Ohio State	...	...	1
Indiana University	...	1	...
Boston University	...	1	...
University of Pennsylvania	...	2	...
University of Calif.	...	4	...
Univ. of Calif., Los Angeles	...	...	1
Univ. of Southern Calif.	1	6	...
Stanford University	1	...	...
Total	4	78	9

DURING the college year, Negroes in Northern colleges have won distinction as follows: At *Oberlin*, Joseph F. Himes, Jr., was awarded the medal for outstanding scholarship by the American Foundation for the Blind; at *Purdue*, D. L. Silance was on the scholarship list for five successive times; at *Barnard*, Belle Tobias received the Herman Botanical Prize; at *Bradley*, Charles E. Berry graduated with honors; at *Bryn Mawr*, Enid Cook was graduated Cum Laude; at *Butler*, Hilda Reeder and Ella Tucker were elected to Phi Kappa Phi, and E. Tinsley received a Senior Scholarship; at the *University of Chicago*, John Lawler was mentioned for excellence in medicine; at the *University of Wisconsin*, Forrester O. Wiggins was granted the University Scholarship. At the *College of Puget Sound*, H. Arnette was granted a scholarship to Columbia University; at *Colorado College*, Kelly Stroud was elected to the Phi Beta Kappa; at *Columbia University*, J. A. Baugh was elected to Phi Beta Kappa; at *Connecticut College*, L. G. Taylor won the Savard prize twice, speaking in French; last year he won the Peterson prize in Greek; at *Harvard*, H. N. Fitzhugh was graduated Cum Laude; at *Illinois University*, F. Younge, N. E. Clem, E. Spurlock, E. Atkins, and E. Renfro made records in scholarship; at *Long Island University*, Theodore Walker was awarded a gold key for playing two years in the University Symphony Orchestra; at the *University of Nebraska*, four colored students were on the honor roll; at *Syracuse University*, Elton Fox received honorable mention for painting; at the *University of Chicago*, three degrees of Doctor of Medicine and one degree of Doctor of Law were granted; at *Tufts*, S. S. Mullins made a high grade in scholarship; at the *University of Cincinnati*, Theodore M. Berry won the $100 prize of the Ohio Bar Association.

In athletics, there were a number of notable records. Robert S. Robinson of the *University of Oregon* broke the Pacific North West pole vaulting record; at the *University of Pittsburg*, E. Utterback was on the track team; at the *University of Michigan*, Eddie Tolan finished a remarkable scholastic record as a sprinter; at *Illinois University*, D. B. Turner and W. A. Clark won three letters in tennis and G. U. Jamison won the high jump; at *Whittier College*, California, Nathaniel George was on the track team; at the *University of Chicago*, Charles Brooks won first place in decathlon; at the *College of the City of New York*, Reginald Weir was captain of the tennis team; at the *State College of Washington*, Wesley Foster was on the track team and at *St. Ignatius University*, California, I. Fletcher was on the football team, J. Ware was on the boxing team, and M. Williams on the track team.

At the *University of Wisconsin*, Arnold H. Maloney of Indiana was granted the Degree of Doctor of Philosophy. He is credited with discovering the antidote for the poison from the barbituric acid group of drugs. He was elected to Sigma Xi. Forrester O. Wiggins received the Degree of Master of Arts and was awarded the University fellowship. George H. Fleming who received the Master of Arts Degree received Senior honors. He was elected to Phi Beta Kappa and two other honorary societies.

At *Duquesne University*, Henry Bridges led the class in the School of Pharmacy and won the Selm and Fink Co. gold medal for excellence in Materia Medica.

Everett Utterback of the *University of Pittsburgh* was captain of the track team and Walter R. Talbot was awarded the graduate Council scholarship in mathematics. He was elected to Pi Tau Phi.

DISCRIMINATION IN NORTHERN COLLEGES

MANY well-known colleges have no Negro students and while they do not openly say so, have hitherto refused to admit Negro students. They include the following better known colleges: Princeton University, N. J.; Mills College, California; The George Washington University, D. C.; Vassar College, New York; Swarthmore College, a Quaker school; most Catholic universities like the Catholic University of America, Holy Cross College, Worcester; Notre Dame, Indiana, etc.

A number of white institutions which admit Negro students refuse to let them reside in the dormitories. Among these are: Ohio University; Bryn Mawr College, Pennsylvania; Bucknell University, Pennsylvania; University of Southern California; Villanova College, Pennsylvania; Washington and Jefferson College, Pennsylvania; Whittier College, California; Wittenberg College, Ohio; Colorado College; Indiana University; Kansas State College; Knox College, Illinois; Macalester College, Minnesota; Sterling College, Kansas; Temple University, Pennsylvania; University of Arizona; University of Cincinnati; University of Kansas; University of Minnesota; University of Michigan, and the University of Oregon. Skidmore College, New York, has never had a colored student and says if they had they would probably not allow them in the dormitories. At the University of Chicago, and one or two others, they are allowed in the men's dormitories but not in the women's dormitories.

M. C. Bruce, A.M. *Columbia* — *J. Bailey, A.M.* *Atlanta* — *D. D. Beverly, A.M.* *Columbia* — *C. L. White, A.M.* *Columbia* — *A. C. Curtis, A.M.* *Cornell* — *A. E. Logan, M.S.* *Western Reserve*

The Northern College and the Negro Student

By THE PRESIDENTS OF DARTMOUTH, NORTHWESTERN, YALE AND HARVARD

Dartmouth College, N. H.

THERE is very little data available that would be significant at all in any discussion of the mutual relationship between Dartmouth College and the individual Negro student. I might say, however, that those Negro students whom we have had have in a very large proportion of the cases done extraordinarily well and are living lives of valuable service at the present time.

I have been greatly puzzled at times to know just what was the most desirable thing for the individual Negro boy in the way of advice about enrollment at Dartmouth. The College is situated in the New England north country village of Hanover and is one of the very few colleges, if not the only one, where the early pioneer founders went into the wilderness and established a college before inviting the village in to grow up around it. Other colleges, in so far as I know, sought settlements at least, and usually sought centers of population.

The net result of the whole matter has been that by force of circumstances College interests dominate the town, and there is practically no interest within the village that is not ultimately dependent upon College welfare. There is not in Hanover nor within many miles adjoining it any Negro population or any associates with whom undergraduates could find companionship and such measures of social life as any man ought to have.

Some number of our Negro students have risen superior to all of these adverse circumstances and have made distinguished successes of their College courses. Others have very understandably become morose and discouraged in the closely compact social community in which the very nature of things it has been difficult for them to participate to the extent that they wished they might and that I wish it were possible for them to do.

With the increasing costs of instruction of the privately endowed institution, and with the inevitably advanced scholastic requirements resulting from the ratio of three to one between applications for admission and the number which we can take, the proportion of applications from Negro students has constantly decreased, with the results that I have become pretty largely convinced of the desirability of advising the individual student against enrolling in Dartmouth. We have just passed on a case of a Negro student from Michigan, who obviously is a great athlete, possessed of a pleasant personality, and probably of sufficient scholastic attainment so that there would be no difficulty in his getting into Dartmouth. I have to confess, likewise, that our athletic organization would have greatly liked to have had him admitted. It seemed to me, nevertheless, entirely unfair that we should encourage him to come, with the knowledge on the one hand that he could go to other places, such, for instance, as the University of Michigan, and have prestige and popularity without measure and social companionship in large degree, whereas, whatever our theories might be, we could not make these things available to him here.

In short, replying to your question, I think that for the occasional Negro boy there have been values available in Dartmouth, and we should always wish to keep these available. From the point of view of the individual boy, nevertheless, if I were a parent of such a boy, or if I were the boy himself with full understanding of what conditions are here, I should not feel that enrollment in Dartmouth was desirable as compared with enrollment at many another place.

I am not sure whether this is the kind of letter which you had in mind to cover the inquiry you have made, but I have wanted to reply with fullness and complete frankness in regard to the whole matter. I should be unmindful of and unappreciative of the fine lives which some number of our Negro boys who have graduated at Dartmouth are living if I expressed anything except admiration for the type. I am not, nevertheless, convinced except in the unusual case of the desirability of the enrollment of Negro students within the College.

Ernest N. Hopkins.

Northwestern University, Ill.

I AM sorry that I cannot write any article on "The Negro and Northwestern University" which would be helpful to you. We have never made any differentiation in our University records between Negroes and others and we have no helpful information. I presume we could serve your purposes better if we were more conscious of individual Negroes in the University.

Walter Dill Scott.

Yale University, Conn.

FOR reasons which are not entirely clear to me—possibly affecting economic matters primarily—we have had in recent years relatively few Negroes among our students. As far as I am aware, there has been no discrimination shown in dealing with members of the colored race, and I do not recall ever hearing any complaint with reference to the matter. I think colored boys, when they come here, are accepted on their merits and so dealt with, just as are other students. At the moment, I rather think Edward Morrow, of Huron, South Dakota, is the only colored lad in the undergraduate student body. This young man might be able to give you more direct impressions of how the situation looks to a member of his race.

James R. Angell.

Harvard University, Cambridge.

THE Negro presents no problem peculiar to Harvard. The numbers coming here are not large, and as their

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THE CRISIS *sent letters to the Presidents of Ohio State University, University of Michigan, Wellesley College, Williams College, University of Minnesota, Cornell University, New York University, Indiana University, University of Wisconsin, University of Pennsylvania, University of Chicago, University of California, Columbia University, and the Universities represented above. The President of Columbia was "under very heavy pressure and he feels he can not prepare the request you desire." The Presidents of Williams, University of Michigan, and Cornell were absent on vacation. It is fair also to mention that these letters were sent at a very busy time in the University year.*

Any American living one hundred years hence will read these letters with the greatest bewilderment. Why should a decent, bright youth in a fine New England college, with hundreds of fellows and surroundings of culture and comfort, not to mention religion, be lonely and morose? Why in a city with thousands of Negroes, some who have served their nation well for generations; and in a land of twelve million colored folk, can a distinguished college president know nothing of their problems or why they do not come to his college and how they get on when they do?

And above all, what in Heaven's name is the new Harvard crime of being unduly conspicuous? Or is this a fault of Negroes, Jews and Irishmen and not of the descendants of the Mayflower?

object is to get an education they do not seek to be publicly conspicuous. No rules concerning them have been made for the Houses.

A. Lawrence Lowell.

University of Pennsylvania.

I AM interested in your letter concerning colored students at the University of Pennsylvania, but am referring it to Vice-President George W. McClelland to answer, as I have had no contact with the undergraduate classes for several years, although I have frequent contact with the student body in general. Dr. McClelland is in close contact with students records, which is what, I think, you have in mind in your inquiry.

J. H. Penniman.

(The Vice President has not responded.)

The Next Step in Negro Education

By the PRESIDENTS OF KNOXVILLE, LIVINGSTONE, VIRGINIA STATE AND LINCOLN

IT seems to us the next step in the education of the Negro is to give training in the fundamentals of business and the laws of the business world. An outlet should be provided for the abilities of an ever enlarging body of high school and college graduates. The professional world cannot absorb them all satisfactorily. The business world is the open field. This would involve a study of the material needs of the community, the accumulation of capital, plans for cooperation, methods in creating wealth; how to save and invest; the development of technical schools; instruction in finding and seizing opportunities in the business and technical world; and above all the development of a sound business psychosis.

It will take time and patience. The process will be slow. Groundwork must be laid. Tremendous handicaps and difficulties must be overcome.

All the while there must be an emphasis on a certain idealism that this whole program may not sag away into a materialism which in the end might do more harm than good.

J. Kelly Giffen,
Knoxville College.

IT SEEMS to me that in the present set-up of the curriculum in our colleges today, we are turning out too many graduates who are not prepared to fit into the prevailing economic conditions. The most pressing development, to my mind, is to adjust our educational program more to the economic needs of the American Negro and to focus the attention of our people upon giving more largely and systematically to a few strategically located private institutions in our group that ought to be preserved.

W. J. Trent,
Livingstone College.

IN my way of thinking the greatest need today in Negro education is a well organized system of educational and vocational guidance. This system should embrace the elementary school, the secondary school, and the college. It should help the student to discover his abilities and aptitudes for special fields of knowledge and encourage him to prepare for those vocations for which he has special ability and liking. This is essential in order to distribute the educated of the group among the various vocations and to secure consideration for the vocations not now properly evaluated.

In order to make a system of vocational guidance effective the elementary schools should add to their courses of study more of industrial arts; the high school should include trade courses, business courses, and home economics courses. Thus in every center where there is an appreciable number of Negroes there should be educational opportunities for training in the practical subjects. In rural sections the county training schools should have effective courses in agriculture, home economics, and trades. Likewise, there should be in the colleges for the education of Negroes well organized, well equipped, and well manned technical schools. These schools should train teachers, technicians, and leaders in the fields open to Negro skilled labor. The fact that there are not many positions of this kind now open should not deter the Negro from preparing for service in this connection, and then seeking occupational opportunities in the industrial fields.

John M. Gandy,
Virginia State College.

I believe that the greatest need in the education of Negro youth is the development of a clear-sighted, resourceful, sympathetic and unselfish leadership. The Negro student needs and is entitled to the best education that the country can afford both in the way of material equipment and of ability in the teaching staff. The Negro college should maintain high standards of scholarship and develop independent thinking in order that its graduates may cope with more complex problems and more difficult conditions than are faced by any other group of students in the world. The training in the Negro colleges will not be effective if the moral and religious element is soft-pedaled or ignored, because religion of the right kind is the greatest dynamic in human progress.

William Hallock Johnson,
Lincoln University.

C. W. Adams, A.M. Penna. | *A. F. Nixon, M.S. Chicago* | *J. T. Williamson, M.S., Columbia* | *H. T. Myers, S.T.M. Newton Theol.* | *N. C. Casey, M.Ed. Kansas* | *H. G. Eberhardt, A.M., Columbia*

Fifty Years A College President

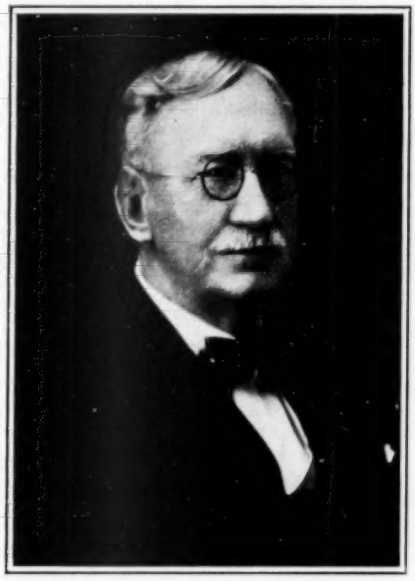
DR JUDSON SUDBOROUGH HILL has been active President of Morristown Normal and Industrial College for fifty consecutive years. This is a distinction which no other College Head in the United States can claim and with our present tendency to retire College Presidents before seventy, it is to be doubted whether this record will soon be matched.

Dr. Hill was born in Trenton, New Jersey, June 3, 1854. He received his early education in the public schools of Trenton and Peddie Institute, Hightstown, N. J. and his college education in Madison University, now Colgate. He prepared himself for the Ministry at Crozier Theological Seminary, but later decided to enter business with a friend, who later became his brother-in-law. Previous to this he had served as clerk of the New Jersey State Senate.

When the pastorate of the First Methodist Episcopal Church in Chattanooga became vacant in 1878, by the resignation of the pastor, due to the yellow fever epidemic, Dr. Hill was invited by Bishop Matthew Simpson to take charge of the Church, so he gave up his business and came South to fill the vacancy. On January 21, 1878 he married Miss Laura E. Yard of Trenton. Within a few days thereafter, with his young bride, Dr. Hill entered upon the pastorate.

At the time it appeared that the population of the city of Chattanooga was doomed to be decimated by this fever plague. It was no little sacrifice on the part of Dr. Hill and his young bride to attempt the work to which they had been assigned. However, they stuck to the task and during the remainder of the year their efforts were not without success. Here he not only served the people of his own race, but rendered fine service to the Colored Pastors in the city, most of whom were illiterate. Sensing their needs, President Hill began a little school in the basement of an old church. Here he taught the art of "reading and writing" and how to prepare their sermons.

When the call came in 1881 from Bishop H. W. Warren to head a pioneer school for Negroes at Morristown, Tenn., Dr. Hill accepted the position. The task was not an easy one. Prejudice was rife in the community. To instruct the Negro was almost a dangerous undertaking. He was willing to try it and did. In an old, dilapidated building, which had been used as a slave mart and a hospital for Confederate and Union soldiers, he began his work. He had to serve as teacher, preacher, carpenter, painter and financier. Twice



Judson S. Hill

attempts were made to burn the school. On the streets he was often called "nigger Hill." Often he had to walk in the gutter in order to save himself from being shoved off the sidewalk. He was taunted by threats of tarring and feathering. More than once his life was threatened, much to the discomfort of his family. He and his family were socially ostracized by the white people of the city. They found loyal friends among the Negroes, only.

In spite of it all, President Hill stuck to the job and his efforts have been crowned with success.

The white citizenship, which once fought him, now laud him and his work. He has served as President of their local Chamber of Commerce. For the past three successive years they have elected him as National Councilor to the United States Chamber of Commerce. Recently, the Board of Mayor and Aldermen honored him by naming the new thirty-one thousand dollar Grammar School "The Judson S. Hill School." The white people of the city are frank in saying that they have benefitted by the School being here. They say President Hill has brought more money to the city than any single man in the history of the city. They openly boast of the small percentage of crime among the local colored population and attribute it to the influence of the School founded by Dr. Hill.

The Colored people have exhausted every possible means to show President Hill their appreciation, as well as the whites. A few years ago they bought him a car as a token of their esteem and appreciation. The Pastors of the East Tennessee Conference, of which President Hill was one of the founders fifty years ago and who today is the only active white member, have elected him as their representative to the General Conference for seven quadrennial sessions. This is a singular honor and a high mark of appreciation, in view of the fact that only one ministerial delegate is permitted from this Conference. These pastors put aside their own ambitions for this honor which is rightfully theirs in order that they might express their appreciation in this way.

Each year white and colored citizens alike assemble in the College Chapel to honor President Hill on "President's Day." This day was set aside several years ago by friends who felt that some organized effort should be put forth to honor President Hill and Mrs. Hill for the splendid service they have wrought. On this occasion appropriate gifts are presented and speeches of appreciation are made by citizens and friends of both races. It is an impressive ceremony, indeed.

The task which President Hill has accomplished at Morristown seems almost incredible. When he came to Morristown, he found an old one story building, poorly furnished, one acre of land, and the school in sore need of about all that money could buy. Today the visitors who walk upon the College Campus are impressed by the imposing structures which greet them. In all, there are twelve buildings and dwellings. The boys and girls' dormitories are equipped with single beds, beauty and barber shops, elevators, large parlors, and all types of modern conveniences. The few acres of land have been increased to three hundred seventy-five acres, including a fine farm of three hundred acres with all modern equipment, a dining hall equal to any in the South, a large gymnasium, also a fine athletic field.

This half-million dollars worth of property has been acquired almost entirely through the ability of President Hill to interest Northern friends in the work he started in 1881. In the course of these fifty years he has raised one and a half million of dollars. All of this has been invested in the operation and expansion of the School. Nevertheless, President Hill says it is becoming increasingly hard to raise funds for Negro Schools. Many white friends with money believe the Negro able to care for his own Schools, while others

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The Miseducation of the Negro

By CARTER G. WOODSON

The author of this article has recently unsheathed his sword and leapt into the arena of the Negro press and splashed about so vigorously and relentlessly at almost everything in sight that, the black world has been gasping each week. We have asked him, therefore, to sum up for the Education Number of THE CRISIS *his critique of Negro education. Dr. Woodson was born in Virginia in 1875, educated at Berea and the University of Chicago and is a Ph.D. of Harvard in History. He is founder and editor of the Journal of Negro History, and our foremost historical scholar.*

IN their own as well as in mixed schools, Negroes are taught to admire the Hebrew, the Greek, the Latin and the Teuton and to despise the African. The thought of the inferiority of the Negro is drilled into him in almost every class he enters. If he happens to leave school after he has mastered the fundamentals, before he has finished high school or reached college, he will naturally escape from some of this bias and may recover in time to be of service to his people.

Practically all of the successful Negroes in this country are those who never learned this prejudice "scientifically" because they entered upon their life's work without formal education. The large majority of the Negroes who have put on the finishing touches of our best colleges, however, are all but worthless in the uplift of their people. If, after leaving school, they have the opportunity to give out to Negroes what traducers of the race have taught them, such persons may earn a living by teaching or preaching to Negroes what someone would like to have them know, but they never become a constructive force in the elevation of those far down. They become estranged from the masses and the gap between them widens as the years go by.

The explanation of this is a simple problem. The schools and colleges of this country are so conducted as to produce this result. For example, an officer of a Negro university, thinking that an additional course on the Negro should be given there, called upon a Negro Doctor of Philosophy of the faculty to offer such work. He promptly informed the officer that he knew nothing about the Negro. He did not go to school to waste his time that way. He went to be educated.

Last year at one of the Negro summer schools, a white instructor gave a course on the Negro, using for his text a work of Jerome Dowd, who teaches that whites are superior to blacks. When asked by one of the students why he used such a textbook, the instructor replied that he wanted them to get Dowd's point of view. If schools for Negroes are places where they must be convinced of their inferiority, they cannot escape from their tormentors and rise to recognition and usefulness.

As another has well said, to handicap a student for life by teaching him that his black face is a curse and that his struggle to change his condition is hopeless is the worst kind of lynching. It kills one's aspirations and dooms him to vagabondage and crime.

In most cases, moreover, when the teachers of Negroes are persons of good intentions, the result is the same. In the school of business administration, for example, Negroes are trained exclusively in the economics and psychology of Wall Street, and are thereby made to despise the opportunities to conduct laundries, repair shoes, run ice wagons, push banana carts, and sell peanuts among their own people. Foreigners, who have not studied economics and psychology but have studied Negroes, take up this business and grow rich while the "highly educated" Negroes are complaining because the native American whites do not permit the blacks to share what others have developed.

In schools of journalism Negroes are being taught how to edit such metropolitan dailies as the *Chicago Tribune* and the *New York Times,* which would hardly hire a Negro as a janitor; and when such graduates come to the Negro weeklies for employment they are not prepared to function in such establishments, which to be successful must be built upon accurate knowledge of the psychology and philosophy of the Negro.

In the schools of religion Negro ministers devote their time to dead languages and dead issues, to the dogma of other races, the schism produced by unnecessary disputes, and the conflicts by which fanatics have moistened the soil of Asia and Europe with the blood of unoffending people. These "highly educated" Negro ministers, then, know practically nothing of the religious background of their parishioners, do not appreciate their philosophy of life, and do not understand their spiritual development as influenced by African survivals in America and the peculiar development of the Negro church. The result, therefore, is that while the illiterate minister who has given attention to these things preaches to the masses, the "highly educated" Negro minister talks to benches.

The Negroes who have been trained the most serve the least. Our physicians and lawyers who have undergone training in the leading universities of the land often have difficulty in making a living. Teachers of "ripe scholarship" influence the youth less than those of limited training. Such mal-adjusted workers complain that, since Negroes are ignorant, they prefer ignorant leaders; but the trouble is not that the people are ignorant, but that these misfits are ignorant of the people.

Unfortunately these conditions have continued because schools for Negroes have always been established in mushroom fashion, without giving sufficient thought to the needs of the people to be thus served, and most of those now promoting Negro education are proceeding in the same way. Talking the other day with one of the men now giving millions to establish four Negro universities in the South, I find that he is of the opinion that you can go almost anywhere and build a three million dollar plant, place in charge a man to do what you want accomplished, and in a short while he can secure or have trained to order the men necessary to make a university.

Such a thing cannot be done because there are not sufficient Negroes or whites in this country qualified to conduct for Negroes such a university as they need. Most of the whites who are now serving Negroes as educators come to them as persons bearing gifts from a foreign shore, and the Negroes gather around them in childlike fashion, gazing with astonishment and excitement to find out what these things mean.

All things being equal, however, there should be no different method of approach or appeal to Negro students that cannot be made just as well by a white teacher to Negro students or a Negro teacher to white students, if such teachers are properly informed and have the human attitude; but tradition, race hate, and terrorism have made such a thing impossible. However, I am not an advocate of segregation. I do not believe in separate schools. I am merely emphasizing the necessity for common-sense schools and teachers who understand and continue in sympathy with those whom they instruct.

Those who take the position to the contrary have the idea that education is merely a process of imparting information. One who can give out these things or devise an easy plan for so doing, then, is an educator. In a sense this is true, this machine method accounts for most of the troubles of the Negro. For me, education means to inspire

people to live more abundantly, to learn to begin with life as they find it and make it better.

The instruction so far given in Negro Colleges and universities has worked to the contrary. In most cases such graduates have merely increased the number of mal-contents who offer no program for changing the undesirable conditions about which they complain.

The seat of the trouble is in what Negroes are now being taught. Their education does not bring their minds into harmony with life as they must face it. When a Negro student works his way through college by shining shoes he does not think of making a special study of the science underlying the production and distribution of leather and its products, that he may some day figure in this sphere. The Negro boy sent to college by a mechanic seldom dreams of learning mechanical engineering to build upon the foundation his father has laid, that in years to come he may figure as a contractor or a consulting engineer. The Negro girl who goes to college hardly wants to return to her mother if she is a washerwoman, but this girl should come back with sufficient knowledge of physics and chemistry and business administration to use her mother's work as a nucleus for a modern steam laundry.

A white professor of a Southern university recently resigned his position to get rich by running a laundry for Negroes. A Negro college instructor would have considered such a suggestion an insult. The so-called education of Negro college graduates leads them to throw away opportunities which they have and go in quest of those which they do not find. A school system which thus handicaps people for life by setting them adrift is not worthy of public support.

In the case of the white youth in this country, they can choose their courses more at random and still succeed because of numerous opportunities offered by their people, but even they show so much more wisdom than do Negroes. For example, a year or two after I left Harvard I found out West a schoolmate who was studying wool. "How did you happen to get into this sort of thing," I enquired. His people, he replied, had had some experience in wool and in college he prepared himself for this work by studying its economic foundation. When I was at Harvard I studied Aristotle, Plato, Marsiglio of Padua, and Pascasius Rathbertus. My friend who studied wool, however, is now independently rich and has sufficient leisure to enjoy the cultural side of life which his knowledge of the science underlying his business developed, but I have to make my living by begging for a struggling cause.

From this indictment of our schools, then, one may conclude that it would serve the public better to keep Negroes away from them. Such an unwise course, however, is not herein suggested. The thing needed is reform. Negro institutions of learning and those of whites, too, especially those white institutions which are training teachers who have to deal with large numbers of Negroes, should reconstruct their curricula. These institutions should abandon a large portion of the traditional courses which have been retained throughout the years because they are supposedly cultural, and they should offer instead training in things which are also cultural and at the same time have a bearing on the life of the people thus taught. Certainly the Negro should learn something about the history and culture of the white man with whom he has to deal daily, and the white man should likewise learn the same about the Negro; but if the education of either is made a one-sided effort neither one will understand or appreciate the other, and interracial cooperation will be impossible.

Looking over the recent catalogues of the leading Negro colleges, I find their courses drawn up without much thought about the Negro. Invariably these institutions give courses in ancient, mediaeval, and modern Europe, but they do not offer courses in ancient, mediaeval, and modern Africa. Yet Africa, according to recent discoveries, has contributed about as much to the progress of mankind as Europe has, and the early civilization of the Mediterranean world was decidedly influenced by the so-called Dark Continent.

Negro colleges offer courses bearing on the European colonists prior to their coming to America, their settlement on these shores, and their development here toward independence. Why not be equally as generous with the Negroes in treating their status in Africa prior to enslavement, their first transplantation to the West Indies, the Latinization of certain Negroes in contradistinction to the development of others under the influence of the Teuton, and the effort of the race toward self expression in America?

A further examination of the curricula of Negro colleges shows, too, that as a rule they offer courses in Greek philosophy and in modern European thought, but direct no attention to the philosophy of the Negro. Negroes have and always have had their own ideas about purpose, chance, time, and space, about appearance and reality, and about freedom and necessity. The effort of the Negro to interpret man's relation to the universe shows just as much intelligence as we find in the philosophy of the Greeks. There were many Africans who were just as wise as Socrates.

Again I find in some of these catalogues numerous courses in art, but no well defined course in Negro or African art. The art of Africa, however, influenced the art of the Greeks to the extent that thinkers are now saying that the most ancient culture of the Mediterranean was chiefly African. Most of these colleges, too, do not even direct special attention to Negro music in which the race has made an outstanding contribution in America.

The unreasonable attitude is that because the whites do not have these things in their schools the Negroes must not have them in theirs. The Catholics and Jews, therefore, are wrong in establishing special schools to teach the principles of their religion, and the Germans in the United States are unwise in having their children taught their mother tongue.

The higher education of the Negro, then, has been largely meaningless imitation. When the Negro finishes his course in one of our schools, he knows what others have done, but he has not been inspired to do much for himself. If he makes a success in life it comes largely by accident.

B. F. Lee, Ranking Student, Livingstone — *M. Tate, A.M. Columbia* — *A. B. Bingham, A.M. Cornell* — *A. E. Wyche, A.M. Columbia* — *S. R. Jones, Ranking Student, Prairie View* — *R. A. Brown, A.M. Columbia*

The Colored Group in the Gary School System

By DENNIS A. BETHEA, M.D.

Here is an account of a segregated school system in a Northern State. Everybody is segregated in Gary, Indiana: the rich, the poor, the foreigners, the colored folk. There can be no doubt as to certain advantages that these groups get from such segregation, but how about the United States of America and the thing called "Humanity?"

TWENTY-FIVE years ago the United States Steel Corporation planted a mammoth steel mill in the midst of the sand dunes of the Calumet region, on Lake Michigan, in Northern Indiana. Today this is the heart of a typical industrial center of 100,000 inhabitants. Because of its phenomenal growth, Gary has been called the Magic City of the Middle-West. About 90 per cent of the population belong to the laboring class. It has been estimated that around 45 per cent are American whites, 40 per cent foreign born, and 15 per cent American Negroes.

Aside from the famous steel mills, Gary is known the world over for its unique school system. Dr. William A. Wirt came to Gary, in 1908, when he and the town were both young, and instituted his Work-Study-Play plan. He has directed the destinies of the schools, as superintendent, from that day until this. From the days of Horace Mann till now, there has never been an innovation in school administration that has caused more discussion—both adverse and favorable—than this "Wirt Plan." As the years have passed, the plan has become increasingly popular, for hundreds of educators, throughout the country, have adopted this platoon system.

The outstanding features of this Gary plan are the departure from the traditional school for a well balanced course of supervised work, study and play. The study feature, of course, receives the usual careful consideration as it does in any class "A" school system; but a far greater emphasis is placed upon play and work, than is done in the conventional school. Play is one of the great assets, which is carefully coupled with a well balanced program of trade teaching in the technical department. Twenty trades are taught. In taking care of this equalized scheme, no department is neglected, because the teachers and pupils have more time at their disposal. The smaller children have seven hours, while the larger have eight. Besides, there is the optional Saturday course, the Summer course and the night school, where a pupil may catch up back work or advance in his course. These courses are so popular that over fifty per cent of the pupils attend.

The high school is not distinct, but each school center embraces all grades from the Kindergarten through the high school. Of the 21 centers 2 have been assigned to colored pupils. They are the East Pulaski and the Roosevelt, which are located in the thickly settled South Side community. These two schools, however, do not care for all the colored pupils, for there are several hundred in other centers. In round numbers there are 25,000 pupils in the entire system, of which 3,700 are colored. Of the 625 teachers, nearly 100 are colored. There are a number of other employees besides those who teach. For instance there is a school nurse, an oral hygienist and four attendance clerks, who belong to our group.

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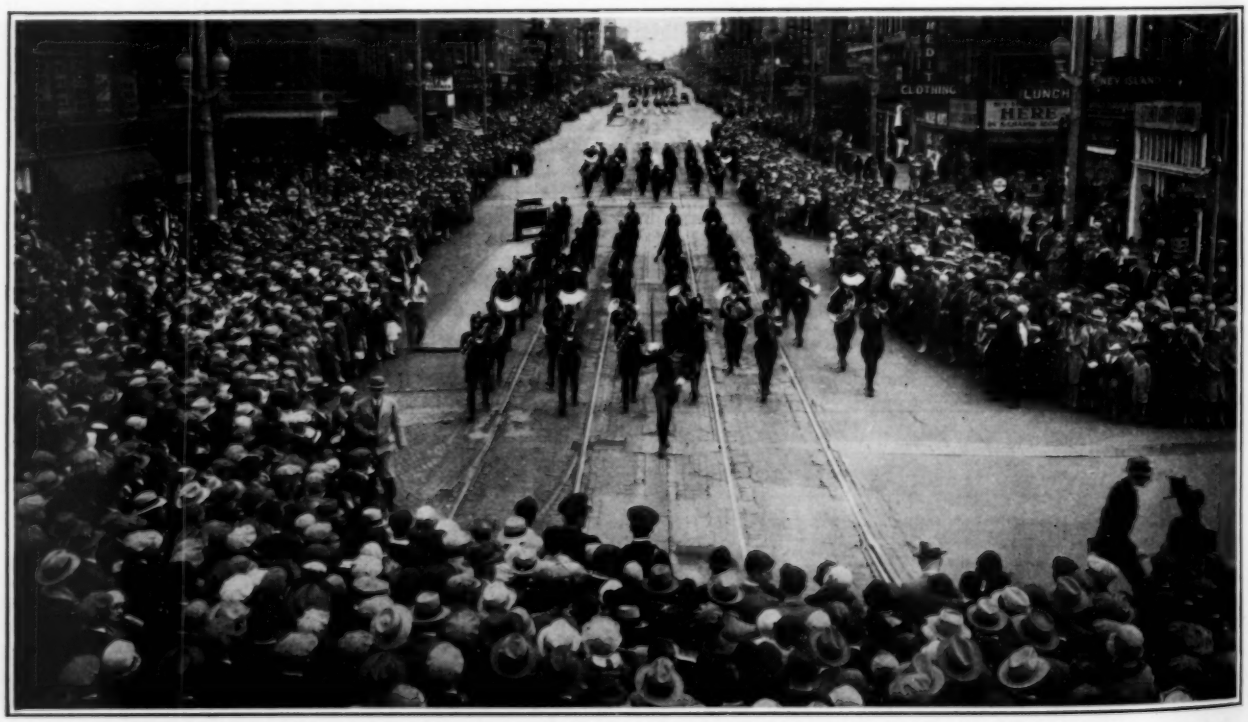


The Roosevelt High School Band in the National High School Band Contest, May, 1930

The Menace of "Education"

By ARTHUR P. DAVIS

Last year, Arthur P. Davis, head of the Department of English at Virginia Union University, wrote in our Education Number on the "Negro College Student." His trenchant article caused much controversy. This year Mr. Davis writes again on the "Science" of Education.

THERE is a new science in our midst—a bastard science, as it were, begotten of American pragmatic philosophy and war-time intelligence testing. This new offspring bears the rather comprehensive name—"EDUCATION," and it has been such a lusty infant that already it has assumed the proportions of a national institution,—or perhaps more rightly called, a national mania. For some unknown reason this new science has found firm enlodgement in the curricula of all of our Negro schools; and, like the young cuckoo in the sparrow's nest, it bids fair to bite off the head of pure scholarship, the mother-bird that inadvertently nourished the intruder.

Strange courses now confront us when we open the pages of our college bulletins: Tests and Measurements, Educational Psychology, High School Administration, Educational Ethics, Principles and Organization, Teaching Procedures and Control, Directed Observation of High School Teaching and Class Participation, Sociological Foundations of the Curriculum, Educational Biology, Dramatization in Teaching Literature, and so on ad infinitum and also ad nauseam. These are the courses of the new science; and, strangely enough, they are by no means confined to the teachers' colleges, but are to be found in great profusion in the curricula of all our liberal arts colleges.

Moreover, the theories of this new science of Education have invaded all fields of scholarship, and our whole academic routine is permeated with the concepts of "objective testing," "the survey method," "the normal distribution curve," and other similar contributions of new Educational psychology. The teacher finds that it is considered old fashioned to make a student "write up" examination papers. The new method is that the TEACHER writes the examination, putting it in the form of an "objective test," thereby saving the student the trouble of reasoning out and constructing a satisfactory answer. The student now has only to recognize the correct answer when placed among two or more obviously incorrect ones. According to the Educators this substitution of "recognition" for "reasoning" is a great scientific advance in Education; according to others of us, it removes from education one of the most important, if not THE most important factor, namely, the expression of a student's subjective reaction to the subject which he is supposed to master. Again, the teacher must also realize that under this new system a class must not be graded according to standard requirements of scholarship. That too is extremely old fashioned. He must grade according to the relative ability of the class and in order to make it easier for the teacher the Educators have invented the ingenious pragmatic device, "the curve of normal distribution." This curve becomes a sort of scholastic "Deus ex machina" to extract from any course with a passing grade three-fourths of the class in spite of the fact that four-fourths of the class may be below a normal passing standard. The epidemic of surveys which the country now experiences is another facet of this new science. Scholarship has degenerated into the counting of "moronic" and "imbecilic" noses, and it has finally come to the point that one has to be adept in calculus to discover through the innumerable and complicated graphs of the Educators that human beings are as stupid as they ever were.

But let us not paint too black a picture. The Educators mean well in trying to make scholarship scientific. This is their ideal, and it seems reasonable enough, but unfortunately they have waxed too enthusiastic over their own creation. Like Pygmalion they have fallen in love with their own handiwork. The original purpose has through overemphasis, become distorted; consequently, that which began as a means has become an end in itself. The result is that our colleges are belching forth each year literally hordes of "teachers" with heads full of Educational theories and methods, so full indeed that there is no room left for the subject-matter which the teacher is supposed to teach. And this, we submit, is a serious problem.

Education (used in the general sense), as we all know, is in a rather bad way in our American colleges. Since the college has become so democratic we are not quite sure what a college education should give the student; consequently, there is excuse for experimentation with our curricula. Unfortunately, however, this experimentation has begun with some a priori assumptions which vitiate the scientific accuracy of the experiment. One of these assumptions seems to be, (especially on the part of our Negro schools), that "practicality" is the whole aim of education—meaning by that, that a course must be of some immediate and material value to be included in the curriculum. In some cases this attitude is a "hangover" from the old "trade school" idea of education, and it is interesting to note that practically all of our trade schools have become transformed into teachers' colleges. In other cases the cause may be directly attributed to the pragmatic philosophy which is at the present time so integral a part of the American scene. In any case the result is the same. Practicality rules the day. Courses which smack too much of the theoretical or cultural or artistic have become suspect, and as consequence have fallen on evil days. As evidences of this scan the courses offered in the bulletin of any Negro college. Look first at the courses given under the Department of Philosophy. How thin and weak they look as though they have barely squeezed through long and contested meetings on the part of "course-selection committees." (Incidentally, one notes that one of the largest Negro teachers' colleges offers no course in philosophy.) Now turn to the courses offered in the Department of Classical Languages; they too are most unprepossessing. As for Fine Arts, Aesthetics, and Classical Civilization—to find them at all is the exception rather than the rule. And, lately, in our smaller colleges it is becoming almost impossible to get students to take any science or mathematics beyond the required elementary courses.

Now, for contrast, glance at the Department of Education. How fat and prosperous and well-nourished it looks! And how numerous are the courses offered! And how large the faculty! Blessed are the practical, for they shall inherit the earth!

This utilitarianism, which is the key note of our educational philosophy, is a most contagious doctrine. Common sense in spite of its fallibility has always been convincing. Dress it up in pseudo-scientific jargon and call it philosophy and it is irresistible. This has been the procedure of our Educators, and we do not wonder that the college student himself is only too readily ensnared in these coils of practicality and materialism which our new Educational philosophy weaves. This it seems to us is the most tragic aspect of the whole system, because we naturally look to youth for high idealism and spiritualism. The present day student's attitude was forcibly brought home to the writer by the kind of answer that he received in the October CRISIS to a previous article in the August issue. It was most

interesting to note that these students sniffed at the possibility that a college training might be used for some purpose other than "making a living." One student believes that—

"It is sheer folly to expect a student to enthuse over impractical subjects when he observes all about him the need for education which will enable him to earn his place in the world."

Another in a beautiful sentence, states that—

"An enormous tide of practicality has swept the South, and the black people have arisen from their poetic worship and fervent prayers to find that they will soon be starving; there is a sickening feeling that this religious and 'classical' enthusiasm has betrayed them, and the younger Negroes look askance at anything theoretical."

These students are loyal sons of our new Educational philosophy. With them it is a case of war to the death on things spiritual, theoretical and cultural. There is not even a possibility of compromise, because only the practical, the grossly practical, the thing which works immediately and evidently in the process of getting food and clothes is of any value. Consequently, our Educational departments with their "practical" courses become daily bigger, better, and more popular. The student thinking in the American sense of "investment" can see his tuition as a sound business venture which in four years will net him a neat profit on the capital thus expended. And, besides, the courses themselves are so matter-of-fact, so filled with common sense that it is almost impossible to flunk them. In short, it is a good investment.

One can readily see how propitious such a system is to "mass education" of the most vicious kind. What really happens is this: We emulate mass production in industry—increase the quantity and cheapen the quality of the product. All of the poor students do not take "Education," but it seems as though more major in this field than in any other one field, and it is only natural that they should. The theories of "Education" are very sympathetic with the backward. Everybody goes to college, and, of course, many do not belong there. However, once there, the process of orientation begins. There are always many "misfits" who should be dropped, but the competition for enrollment is now so keen among our Negro colleges there are very few dropped. If they stay, and they do stay, they must find some course to pursue. From personal observation, we repeat, it seems that many, too many in fact, of these misfits drift into the "practical," the democratic field of "Education."

The Educators will answer that these accusations are false. Their courses, they will say, are just as difficult, just as important, and require just as much intelligence on the part of the student as any course in the curriculum. To say the least, they are extremely optimistic or are confusing fact and theory. Any student in spite of the Educator's naive faith in his subject, will tell you that it is easier to "discuss" the "guesses" and "experiments" of Thorndike, Kilpatrick, and Terman than it is to dig out mathematics, physics, Latin or biology. It is a fact regardless of theories to the contrary, that a student taking a course, let us say, in Educational Methods in which he discusses such weighty problems as "whether a teacher should assign his lesson at the beginning or at the end of a period" does not have to think or study or work as hard as a student who, for instance, is trying to understand the theories of molecular energy or Marx's theories of Communism or Aristotle's "Ethics." And if scholarship is what we think it is, the latter student is in the nature of things becoming a more scholarly person than the former; and, though the Educators may consider it heresy, he will be a better teacher than the former in spite of all Educational theory to the contrary.

We hold that the most important requirement in a good teacher is an all-round knowledge of his subject plus a working knowledge of subjects allied to it. As an example, a good English teacher should know, in addition to his field, something about English history, classical literature, and philosophy. Can the student majoring in Education secure this all-round knowledge of the subject he is to teach? The theoretical answer is Yes, but the factual and real answer is NO—an emphatic No! The student in Education is required to take in our schools approximately thirty hours or one-fourth of the 120 hours required for graduation in Educational methods, etc. Often-times he takes more because he has the privilege of selecting electives in any field he wishes. In addition to this he is supposed to take approximately twenty-four hours in the field which he is to teach. The natural tendency on the part of the student is to make Education, his major subject, the subject of prime importance and emphasis. The subject which he is to teach becomes secondary. When he leaves college he doesn't teach Education to high school students. He is now employed as a teacher of French or English or science or some other special subject, but that subject, placed in the background in his training, is still in the background as far as the student's knowledge of it is concerned. The result, of course, is a poor teacher.

To all of these charges the Educators will answer: We need more teachers. True. We might add also that we need better teachers. We are grinding out A. B.'s in Education by the hundred and have been for ten or more years, yet high school students come to college just as stupid and backward as ever. There is something wrong somewhere, and the fault, we believe, lies in the system—a system which tries to do too much in too short a time. With the kind of students we have coming to college, four short years are far too short to attempt to teach a student anything and at the same time take one-fourth of his time teaching him the method of teaching what he doesn't know. We must either decide to relegate Education to a graduate course, or else become reconciled to the mediocrity of the product which is characteristic of our school system.

The Editor will welcome comment on this article

Some of our Negro colleges within the past five years have begun to arrive at the point at which they may be said to approximate the better white schools in curricula, in teaching staff, and in material equipment. It is therefore deplorable that this "letting down" process should come just at this time. "Education" the subject, and the concepts, both good and bad, of Educational psychology now have a stranglehold upon all of our Negro colleges. The pure liberal arts college is not to be found any longer. If the popularity of this new science continues in its hold upon our colleges we shall soon have on our hands an idea as vicious, as pernicious as the old "trade-school" conceptions of Negro education. Of course "Education" is useful and good, in many ways and we would be foolish to even intimate that it is thoroughly bad; however, the whole science is still in too experimental a stage for us to swallow it as wholeheartedly as we have done in the Negro colleges of America.

And as a final plea—we wish that the schools of Colored America would become aware of the fact that spiritual and cultural values are just as important, and perhaps more important, than these pragmatic values which are emphasized by our new Educational philosophy. All of the practical methods of teaching which all of the teachers' colleges may devise cannot take the place or do the work of some of the now-supposedly-worthless theoretical subjects of our old curricula. Ideals and visions are just as important now as they were in the past, and though our philosophy changes students still come to college with adolescent yearnings for things of the spirit, still seeking in their own crude way for the beautiful, the noble, the sublime. They have not yet learned to live, as most of us do, by bread alone. If you refuse them at this stage that glimpse of the ideal "eternals," they are hopelessly doomed to a life of materialistic and practical mediocrity. Save at least a remnant from this damnation.

The Twenty-Second Annual Conference, N. A. A. C. P.

THERE are many folk I am sure who have given up the attendance of conferences. They still believe that conference is necessary and of value, but under ordinary circumstances it is so difficult to achieve anything. There is so much lost motion and wasted time. To such persons I would refer the conference of the N. A. A. C. P. I have attended as many conferences at various times as most people, and I have attended twenty-one of the twenty-two Annual Conferences of the N. A. A. C. P. They are in every respect remarkable.

They take up nearly a week of time, but during the six-day conference at Pittsburgh, although the heat was intense, making it by far the hottest of our conferences, our meetings, even including the day sessions, met with surprising promptness. In seven business sessions I did not hear a single point of order, and while we had with us, as always, the person who speaks repeatedly, simply from the habit of speaking, we had fewer of these than usual. Speeches were kept within the time limit of three or four minutes, and a large number of persons took part, —persons evidently not professional speakers or used to talking in public. In fact the business sessions beginning at ten in the morning and lasting, with a luncheon interval, until four and five o'clock in the afternoon, were as usual among the most interesting of the meetings.

The discussions were practical; the work of the press, colored and white; inter-racial meetings; court cases; proposed changes in the organization of the N. A. A. C. P.; the N. A. A. C. P. in politics; the Negro and unemployment; THE CRISIS; the problems of finance; the work of the Women's auxiliaries; and the reports of the branches. As has been usual during the last two or three conferences, the afternoon given over to the young people was of more than ordinary interest and hope.

The chief interest lay, naturally, in our evening sessions. They began promptly at eight, with thirty minutes of music, and in every case the music was worth listening to. It included compositions of Elgar, Rachmaninoff, Mascagni, Wagner, Dvorak, Gounod, and Negro spirituals and particularly we heard the fine voice of George Garner.

The addresses reached a high degree of excellence. On Tuesday the Mayor was too busy defending himself in court to be present and the President of the Chamber of Commerce was funny; but Robert Bagnall and Norman Thomas gave us two fine speeches on "Segregation" and "The Economics of Politics." The Wednesday night meeting had an address by Charlotte Hawkins Brown of Palmer Memorial Institute, North Carolina and then Fred L. Brownlee of the American Missionary Association read a paper in which he attacked nearly all the missionary associations and organized funds and inter-racial movements for advocating inter-racialism and then adopting a program which involved bi-racialism or a thorough separation of races.

I spoke the same night on "The Negro's Economic Future" stressing the fact that the economic cycle begins with consumption and that the organization of the buying power in a group that spends at least one thousand million dollars a year, is the beginning, and the only rational beginning of economic emancipation. On Thursday night Robert Vann talked of the Negro press and its relation to our racial problems. Bishop E. D. W. Jones preached us a stirring sermon on the general racial Problem and then amid wild applause Theodore Roosevelt, Jr., talked to us a bit cautiously, but with evident sincerity against lynching whether by mobs or courts, and in praise of the Negro's extraordinary loyalty.

Friday night, William Pickens made two speeches, one a short but cutting analysis of the dangers of philanthropy and the other a moving recital of the Scottsboro cases. Dr. Herbert A. Miller, the recently dismissed Professor of Ohio State University pointed out by a map of the world, the fact that the freedom of China and the coming freedom of India had already changed this to a dominating colored world of which we American Negroes were a small part placed in a strategic position.

On Sunday various members of the staff and organization preached in Pittsburgh churches, but very few got into white churches. Only four white churches allowed the Negro problem to be mentioned. The session ended with a great mass meeting on Sunday at Soldiers' Memorial Hall with Mrs. Daisy Lampkin presiding and addresses by President J. E. Spingarn, Secretary Walter White, and Clarence Darrow.

The Pittsburgh Conference will stand out as one of the best conferences we have held both on account of the high level of the mass meetings, the persistent attendance at the business meetings, and the good fellowship. The hospitality of Pittsburgh was particularly pleasing. It was simple and unostentatious. There were little parties, and one or two big ones in the late evening; there was a tasteful cabaret given by the young folk astonishing for its sheer physical beauty; there was an excursion to the country, and sight-seeing, a dinner for lawyers, and above all the cafeteria of the Y. M. C. A. had food which was both cheap and excellent.

The Conference passed various resolutions particularly those giving cordial thanks to the people and press of Pittsburgh. Besides this there was the usual address to the country and an especial appeal to President Hoover concerning Haiti.

W. E. B. D.

RESOLUTIONS

THERE can be no doubt that the present depression has brought the modern world face to face with the problem of practical economic reform, and a group situated like the American Negro, a little more than a generation removed from physical slavery, must of necessity feel the need of improved industrial conditions more than most folk. The American Negro still clings to the belief that just as his progress since Emancipation has been accomplished by hard work, even if poorly paid, agitation, and appeal to law and order, that just so these same efforts accompanied by more intelligent political power and economic co-operation will lead eventually to complete emancipation.

The American Negro, however, needs to guard against any idea that thoughtless content and reactionary opposition to reform movements is going to accomplish this end. As a laboring class his interests are on the whole identical with those of the white laborers. But he is able to make no thoughtful or advantageous alliance with white American labor because of its intense race prejudice through which it has disfranchised the Negro vote and helped keep the American Negro in economic serfdom.

Notwithstanding this, the Negro as a laboring class refuses to surrender to the idea that the present organization of industry and distribution of wealth and income is just or proper. Under the law the Negro proposes to fight for his status as a full American citizen, to put down the barbarism of lynching, to insist on justice in the courts, on the abolition of the Jim-Crow car, on the legal recognition of decent marriage, and on the opposition to racial segregation.

Further than that, the American Negro, still believing in democracy, proposes to use his political power to insure the rule of workers. Negroes demand representation in city councils, state legislatures, and the United States Congress, in order to voice their own desires and in order to work for world peace, civil liberty, insurance for age

(*Will you please turn to page* 284)

THE POET'S PAGE

Sugar Hill

By M. G. NACHBAR

"This poem is a debt, a gesture to the world in memory of a friendship. It happened in ——— ———in 1925. *For lyric purposes, I have changed the locale and the sex and the color of the principals. Tommie was my friend and through him I met his sweetheart. I stood behind him and spat in the priest's face when he called down the ban of the Lord on him. Tommie and I got drunk that night on 'smoke'. We stayed drunk for a week. Tommie has disappeared. I heard from him in* 1927; *a letter from Cuba. His postscript was eloquent. "I still drink a bit." Well, here it is. Man proposes and race prejudice disposes."*

OH Sugar Hill's in Harlem town,
In Harlem, near the Heights,
And people live in Harlem town
Who don't mix with the Whites.
There's light skinned ones, and dark skinned ones,
And some as fair as you;
There's light haired ones, and dark haired ones
With eyes as soft as dew.

Sybella lived in Harlem town,
Right near to Sugar Hill
And on the Heights lived Tommy Brown,
So seemed to be Fate's will.
The girl, she had an eye of jet
The boy had eyes of blue;
Her skin was with black pigment set,
His was of lighter hue.

Love questions not of lovers' creed,
It draws no petty line,
It comes with ease, or crushing speed,
And acts like mellow wine.
When eye of blue met eye of jet,
Halfway down Sugar Hill,
They didn't ask will people let,
They said we'll drink our fill.

Oh lyric days in rustling woods,
Warm nights atop a bus,
Oh lovers kiss neath goblin hoods,
Sing youth was ever thus.
They dreamt their dream of cottage small,
Of cozy fireside,
Of pictures hanging on the wall,
Of love life, side by side.

They sang the sweetest psalm of love
And said we'll tell the folks.
Oh send a call to God above
To witness life's grim jokes.
Sybella's mother cried aloud
And folded her child close;
While Tommy's father, hale and proud,
Was raging and verbose.

"A son of mine with nigger wed
To make a nigger child?
Much rather first I'll see you dead.
You're stark insane and wild."
Sybella's mother, faint with fear
Said, "Child, it cannot be.
Your skin is dark and his is clear,
It leads to misery."

There's Tommy's men and women-folk,
Sybella's people, too,
And men are there who ease God's yoke,
The priest with elders two.
The menfolk sit with eyes of steel,
The women sobbing soft.
While Tommy stands, a mute appeal,
Sybella stares aloft.

Now Tommy turns, his eyes are red,
Looks loving at his lass.
"We need not you to make us wed,
Nor need we painted glass.
If she won't live her life with me
I'll go beneath the sod.
If God won't call her child like me,
I cry to hell with God."

And jungle sends its passion call
To her who's strayed afar
And whispers soft, that of it all
Is worth a dash of tar.
Oh Sugar Hill's in Harlem town,
In Harlem near the Heights.
And people live in Harlem town
Who don't mix with the Whites.

Self

By LILLIAN BYRNES

MUCH occupied with things, and friends, and loves
That imaged my slow passage like swift dreams,
I journeyed down the crowded rooms of life,
Like to the blind, touching familiar things,
Heavy to leave them for what lay ahead,
Reluctant, passing through each narrow door.
And things, and friends, and even sacrifice
Drop off like leaves, like years, like winter snow;
But I pursued unto the end, and woke
Before the tiny, sacred flame of self,
Blue-burning at the end of that long way;
And in its glow a voice that was not sound
Repeated till I learned its meaning clear,
"There is nothing else—there is nothing else—there is nothing else."

Black Jesus

By MAE SMITH WILLIAMS

WHITE brother, it is you
Who taught me Jesus was white!
White to you is a thing of beauty
A thing high up—
And so
You only look up into the opaline sky
For your inspiration
And your colors—
Seeing only the snowy mountain heights,
The cloud-swirled tree-tops,
The sea gulls skimming
The white caps of the ocean—
But I know that back of the white clouds
Lie the sable clouds of storm
That shake the earth with impetuous love,
Begetting vegetation—
I know, too, that down at the foot of the hills
Lie verdurous valleys and pleasant pastures.
Down at the base of the trees
Are the cool dark emerald walks
Where the soul bares itself
And sees God—
And the white caps of the ocean
Over which the gulls swim
Are only undulating surface marks
Of a mystery-wrapt stygian tomb.
Aye, once I chanced to stroll
Into a Gallery of Art
Where the hearts of men lay naked
Upon canvas, shouting in unspoken words
And instantly I noted the Dutch Masters
Painted Our Lord with a Dutch face,
And truly, I bethought me,
Now I know why
Jesus to me is black:
What, to my mind, is more marvelous
Than the ebon skin of our women,
Glinting like the forest depths
When the scintillating sun-rays
Pierce its shadows:
Or the faces of our men
Embodiments of strength
And classic grace.
So, my White Brother,
Jesus, to you, is but as yourself.
Nor smile, when I behold
Him, black of face with close-curled hair—
Whatever is ideal to us,
Yea, that is God!

Petite Nocturne

By PAUL A. WREN

COME now, or never come,
Night-wanderer, this last night.
In the dark the insects hum,
Mad with the half-moon's white.
Come now, or never come,
Mist moment of delight.

Now then, and never after,
Night-wanderer, he appears.
In the fields the moon's white laughter
Falls in a dew of tears.
Now then, and never after, . . .
O years, O barren years!

ALONG THE COLOR LINE

AMERICA

The Rosenwald Fund has published a report of Negro hospitals, collected and analyzed by Dr. H. L. Harris and Miss Margaret L. Plumley. The American Medical Directory reports in 1929, 122 colored hospitals in the United States located in 16 southern and 12 northern states. These hospitals had 11,667 beds. In 1900 there were reported 1,734 Negro physicians, and in 1920, 3,495. Eighty-six 5/10 per cent of the recent Negro medical graduates are from Howard and Meharry, leaving about 13½ per cent as graduates of the white schools.

Readers of THE CRISIS will remember the controversy which led the colored Boy Scouts of Philadelphia to withdraw from the white organization on account of flagrant discrimination. Ten of the largest colored Boy Scout troops handed in their Charters and the Philadelphia Council not only continued to bar colored Scouts from Treasure Island, but on acquiring a new camp ground with over 6,000 adjoining acres they refused to admit colored Scouts to this new camping ground. Joseph Newton Pew, Jr., declared that "fraternizing between white and colored boys is not sound, due to racial differences and should be opposed by parents of both groups." As a result the colored Scouts have joined the Society of Lynx which seems to be free from racial discrimination.

Reverend E. W. D. Isaac, a prominent colored Baptist Minister, and Secretary of the Publishing Board of the National Baptist Convention, is dead.

Law suits to test the constitutionality of many laws discriminating against Negroes both North and South will soon be begun by the N. A. A. C. P. The money for this purpose has been furnished by the American Fund for Public Service. An elaborate legal study has already been made by Nathan Margold. Disfranchisement, "jim-crow" car laws, discrimination in school funds, and other matters will be tested.

The Thirty-second Annual Convention of the National Negro Business League met in New York City. At the closing banquet Mayor Walker of New York was present and spoke. The League was founded by Booker T. Washington. R. R. Moton is President, and A. L. Holsey is Secretary.

In a contest conducted by the *Orchestra World* in which the people balloted for the "most popular orchestra leader" Duke Ellington, who has originated many jazz rhythms, stood ahead of the white contestants.

Reverend James E. Rose was elected to serve as Moderator this year for the Baptist Union, which met at Rochester, N. Y. This is the first time that a Negro minister has presided over this organization.

EUROPE

A special service for the colored population of London was held at Westminster Abbey, May 31. This was under the auspices of a newly formed branch of the order of Elks of the World.

Larry Gaines, colored Canadian heavy weight boxer, defeated Phil Scott, British heavy weight in a match June 13, at Leicester, Rugby ground. Gaines knocked Scott out in the second round.

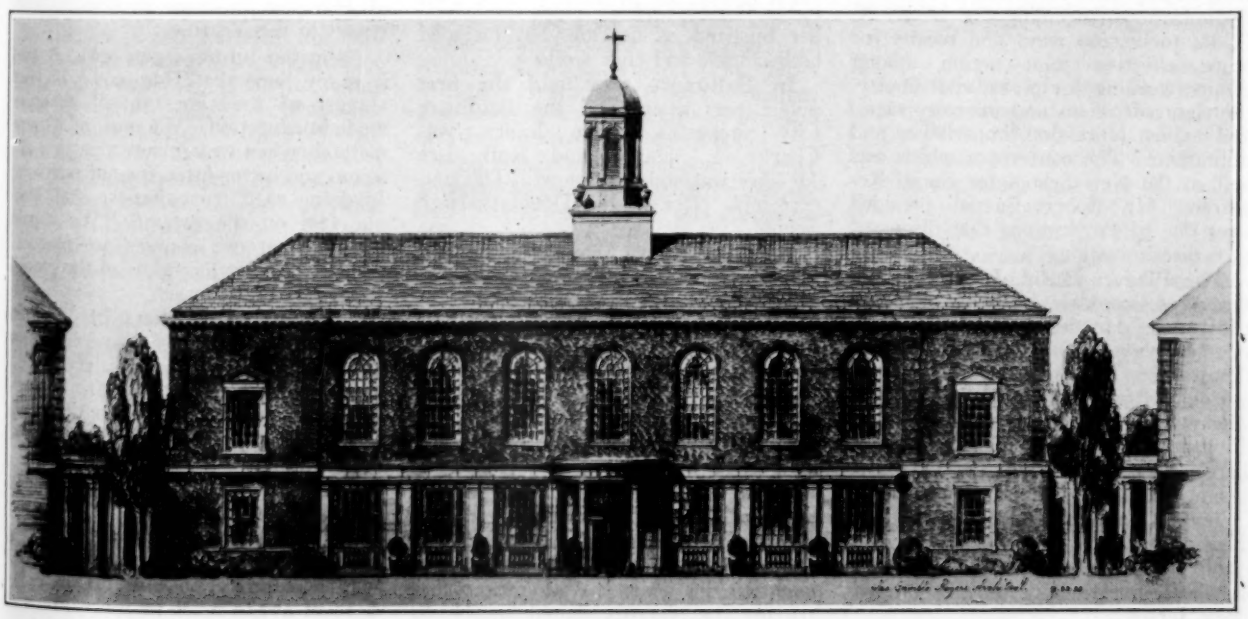
Nadine Waters has been successfully singing in Paris and has received flattering notices from some of the Parisian papers.

A League for advance of the Negro race has been formed in Paris. Mr. A. Beton who was Secretary of the Third Pan African Congress is connected with it.

One of the principal speeches on the occasion of the Centenary of Abbé Gregoire which was observed in the ante-theatre of the Sorbonne was made by M. Constantine Mayard, Minister from Haiti. Haitian songs were rendered by the choir.

THE EAST

At the Annual Exhibition of the Achievement League, Springfield, Mass., the second prize in reed work was awarded to Marjorie Frazier, and



Atlanta University Library

Ranking Students

Nadine Roberts, Fisk — *J. G. Fisher, Morgan* — *M. T. Ruffian, Va. Union* — *Viola Smith, Knoxville* — *F. A. DeCosta, Lincoln, Pa.* — *F. Pritchard, Paine*

the gold prize of $2.50 to the Dunbar Cooking Class.

Beatrice A. Howard is the first Negro student to graduate from the University of Rochester College of Women. She received the A. B. degree and has been a member of both baseball and basketball class teams.

Belle C. Tobias who received the A. B. degree at Barnard College, Columbia University, has been awarded a scholarship at Wellesley College for graduate work in biology.

Norman H. Prichard, New York City, a graduate from the college of Physicians and Surgeons, Columbia University, was elected to Alpha Omega Alpha, honorary medical fraternity.

Mrs. Frances R. Jackson of New York City received her A. B. degree at Hunter College, while having at the same time two daughters in college. She is a relative of Frances R. Keyser who graduated from Hunter College fifty years ago.

A conference was recently held in New York between fifteen National Organizations, including the N. A. A. C. P., to discuss ways and means for more effective joint action among groups working for peace, civil liberty, the rights of aliens and minority races, and against repression, imperialism and militarism. The conference which was held at the New School for Social Research. Mr. Robert Bagnall presided over one of the sections that discussed race discrimination.

The Players Guild, Little Theatre Group of Brooklyn, under the direction of Beatrice Henderson presented three one-act plays at the Brooklyn Little Theatre on June 19th. Actors in the various casts were Portia Harris, Ely Hickman, Martha Thompson, Floria Pinkson, Anne Batten, Eugene Williams, James Yearwood, Percy Defreitas, and Edward Batten.

Irvin Conwell, a Senior of Elmira, New Jersey, High School, tied for high jump title in the statewide interscholastic meet, May 6 at Montclair, New Jersey.

Helen Hagan has been appointed a member of the Chamber of Commerce at Morristown, N. J. She is the first Negro woman to be appointed.

BORDER STATES

James Peacock, broad jumper, and member of the Junior class of Temple University, Pennsylvania has been made Captain of the 1932 Track Team.

Jesse C. Price was nominated by Senator F. C. Bowers, Punxsutawney, Pa., for a scholarship at the University of Pennsylvania.

Mrs. Sadie Burris Dix, who has been a teacher for more than 14 years in Philadelphia public schools, died June 3.

Marion Gibson, a colored student at the Media High School, Delaware set the record for the standing broad jump at the Girls' High championship track meet. Her distance was 8 ft. 5 inches.

Mrs. Emeline J. Duncan, Super-intendent of the Stenographers Institute, Philadelphia, Pa., died May 24, 1931. Her activities were not confined to the Business school which she helped her husband to develop, but included both church and civic welfare.

In Baltimore was held the first public performance of the Baltimore City orchestra. The leader was Charles L. Harris and Ruth Lee McAbee was soprano soloist. The concert took place at the Douglass High School.

The success of the concerts for colored people by the Baltimore symphony orchestra led to an offer by an unknown citizen to finance a colored orchestra. This orchestra was organized November 3, 1929. Last year it received an appropriation from the city. The *Baltimore Sun* says that Miss McAbee "sang with taste and feeling and with a voice of appealing quality."

Baltimore, Maryland, has 662,124 white persons and 142,106 colored. In four wards the colored population is in the majority and in three others it is equal to the white. With proper districting the Negroes should be able to elect several city Councilmen, several members of the Legislature and at least one Congressman. The districts, however, are so gerrymandered that they have no representative in the City Council, State Legislature, nor in Congress.

Graduate courses are a new depar-ture in the summer session which is being held at Howard University. The majority of these graduate courses are in the School of Education.

Thirteen Negro students from the public schools of Washington, D. C., have been awarded Phi Beta Kappa keys since 1920. They are all graduates of the Dunbar High School of which Walter L. Smith is Principal. The list includes: William S. Burnett, Rupert A. Loyd, W. Allison Davis, C. L. Marshall, Sterling A. Brown, Joseph H. Jenkins, Jr., Robert P. Barnes, William Mercer Cook, William S. Hastie, David W. Utz, Jr., Wilder P. Montgomery, Jr., and Charles F. Weir.

THE SOUTHEAST

Arthur Howe, the new President of Hampton Institute says in his first report to the Trustees:

As to the future, I can only say that it is my hope that Hampton will keep abreast of the times in all advances made in education. We must adopt new methods when we are sure that they are sound and better fitted for our purposes. In doing so, I trust that we shall keep our feet on the ground. We should be sure that our courses are practical and that they fit the needs of the groups we are trying to serve.

The colored teachers of Virginia are petitioning for an increase in salary. They ask for a minimum salary of $60 a month and an increase of $10 for each additional year of professional training. Six hundred teachers have signed the appeal to date.

Thomas W. Young of Norfolk, Virginia, was awarded the Wolfe Journalism Honor Medal by the Ohio State University School of Journalism at graduation. This is the only individual award made in Journalism and Young is the first Negro so honored.

Ranking Students

A. T. James
Johnson Smith

I. M. Wofford
Arkansas State

H. Yarbrough
New Orleans

A. Page
W. Virginia State

S. E. Martin
Phi Beta Kappa
Ohio State

W. E. Henry
Tuskegee

An intensive two weeks graduate course for Negro physicians is being offered by the Medical College of Virginia, at Richmond, Virginia. Twenty-five Negro physicians have enrolled. Courses are being conducted by the faculty of the University and the laboratories and clinics of St. Philip's hospital are being used.

Degrees have been conferred by St. Augustine's College, Raleigh, North Carolina on its first class of college graduates. This institution has been in existence for sixty-four years and has recently been classified as "Grade A" by the state examiners.

During its 1931 session the State Legislature of North Carolina appropriated $10,000 for the Division of Negro Welfare. Lieutenant Lawrence Oxley is in charge of this Department.

Elizabeth Tarkington is dead at Elizabeth City, N. C., she was educated at St. Augustine school and for more than 50 years taught in the public schools of the state. She was born in 1858.

The advance in common school education in North Carolina can perhaps best be measured by the average salary paid teachers. In 1919 white teachers received $353 a year, and colored teachers $197; in 1929 this had increased to $927 for white teachers and $510 for colored teachers. In 1929 for the first time colored children are being transported to nearby schools. $1,913,-195 was spent for the transportation of white children and $16,087 for colored children.

Carrie L. Adams, a student at Spelman College was awarded the prize of the Van Loon World Friendship award for an essay. The contest covered the United States and Canada.

Joseph A. Bailey, Columbia, South Carolina was the first student to receive the degree of A. M. from the new Atlanta University. He is a graduate of Morehouse College, 1930, and majored in history.

Margaret N. Curry, a graduate of Spelman College, 1924, and a teacher there since, has been given the General Educational Board Scholarship, to study European history at the University of Michigan.

Samuel H. Archer has been elected President of Morehouse College to succeed John Hope who will confine his work hereafter to the Presidency of Atlanta University.

A summer school conducted jointly by Atlanta University, Morehouse College, Spelman College, and the Atlanta School of Social work opened June 15 at Atlanta.

Ground was broken in June for the new Atlanta University Library which is to be a cultural center for Atlanta University and the affiliated colleges, Morehouse and Spelman. James Gamble Rogers, architect for Yale and many other universities drew the plans. The Library building and equipment will cost about $300,000. There will be special facilities for under-graduate reading, and research by advanced students. The reserve book room has seats for 104 students, the general reading room for 234, and there will be many seminar rooms in addition to a spacious periodical room. The stacks will have space for 118,400 volumes. The building facing north will consist of a full basement and three floors.

Miss Charlotte Templeton, former librarian at Greenville, South Carolina, and Vice President of the American Library Association, has been appointed librarian of Atlanta University. She will take charge of the re-organization of the libraries of Spelman, Morehouse, and Atlanta, and will administer these branches.

THE MIDDLE SOUTH

At Louisville, Kentucky, the first colored municipal college will open in September with Dr. R. E. Clement as Dean. The college will be supported by the city and expects an enrollment of 150 students. One hundred thousand dollars for grounds and building was provided by a municipal bond issue and the General Education Board, the Rosenwald Fund and University of Louisville made contributions.

Miss Mary E. Chamberlin is retiring from the musical department of Fisk University after 45 years of service. She was the teacher of Roland Hayes and R. Augustus Lawson.

Fisk University graduated two students *Magna Cum Laude;* Nadine Roberts of Clarksville, Tennessee, and Harriet Dubose of Springfield, Massachusetts. Miss Roberts has been awarded a scholarship by the Social Science Research Council for work at the University of Wisconsin. Miss Dubose will study this summer at the University of Toronto.

James Toles of the Decatur County Training School has been awarded the $25 prize as Champion cotton grower in Alabama State. His record is 2,660 lbs. of cotton seed to an acre with a production of 1,040 lbs. of lint cotton.

John L. Webb of Hot Springs, Arkansas has been elected to the National Council of Boy Scouts of America. For several years he has been Commander-in-Chief of the A. F. cadets.

A bas-relief of Dr. George W. Carver was unveiled at Tuskegee Institute in May. It was a gift of a white business man of Columbus, Georgia.

It is reported, that late in April a colored man named Mike Green of South Canal Street, Natchez, Mississippi was burned to death by police officers for co-habiting with a white woman. His mother was compelled to leave town under threats.

FAR WEST

At the Albuquerque, New Mexico, High School, out of a class of 216, seven were colored.

Ernest Roberts a colored student of the Santa Fé, New Mexico, High School won the first prize for an essay on Citizens' Military Camps. The prize was offered by the National Society of Colonial Daughters and they must have been a bit surprised.

The Los Angeles Sunday Times publishes a story of the Negro population of Los Angeles. It shows that the growth of the Negro population has been greater than that of the white population and amounts now to 50,000. The Negroes are 4% of the population, but form 10% of the unemployed. There are 51 Negro churches, three colored newspapers, an insurance company, and one colored man has served twelve years in the Legislature.

Negroes, Mexicans, Greeks and Italians of Pueblo, Colorado have been petitioning the papers to eliminate race designation in the report of crime.

Thornton Betts of North Pacific Dental College, Portland, Oregon broke the 100 yd. dash record, and also the 50 yd. dash in a track meet held at the school during May.

THE MIDDLE WEST

Troop No. 24 Boy Scouts of America is an organization of Negro boys, Joplin, Missouri. In a city contest among the scouts they won first prize of $15 which was granted by the Chamber of Commerce.

Lucille Bluford, a colored student of the University of Kansas has been elected to the editorial staff of the University daily paper.

J. P. Ellis of St. Louis, Missouri has been appointed by the Superintendent of Education as an official photographer for city public schools.

Frank Gordon, former Agricultural instructor at West Virginia State College is the first Negro to be appointed on the faculty of Ohio University. He is to be an assistant instructor.

Dr. Herbert A. Miller, discharged Professor of Sociology at Ohio State University appeared before a committee of the Legislature of Ohio with regard to an interracial dance at Wilberforce University. He said, according to the *Ohio State Journal*:

"I took the class to Wilberforce. I did not want to go, but I asked the class and all wanted to go. Forty-two members out of 75 made the trip. After lunch the class toured over the campus. They went to the fraternity house.

"The only known public place near the campus of the University of Illinois where any well behaved 'nigger' be he white, black, yellow, piebald or speckled, can obtain welcome and food without walking three or four miles."

There was a piano and the boys and girls danced.

"The white girls danced with the Negro boys.

"It was just as much of a surprise to me as to anyone.

"The girls said afterward they liked to dance with the Negro boys better than the white boys because the Negroes danced better.

"I did not approve of it.

"I have always taught, that marriage between races ought not be entered into. Perhaps in 10,000 years or 100,000 years all people may be of one race. I really feel this was the basis of my dismissal."

Katherine E. Morton, a graduate from the Music Department of Oberlin, was one of ten students to take part in the commencement program.

Amesden Oliver, Jr., student at Roosevelt, Dayton, Ohio established a new worlds' interscholastic record for under-graduate hurdlers. Oliver also won the 120 high hurdle race.

A Citizens Military Training Camp for colored men will be conducted at Fort Riley, Kansas, for six weeks this summer with 300 students.

The Editor of the Kellogg News published at the Sanitorium, Battle Creek, Michigan, writes of the important part played by the corps of colored janitors in keeping the plant spotlessly clean. "The thousands of visitors who pass through the plant each year invariably comment on the unusual cleanliness to be found here." Numbers of colored students are included in this group during the summer. There are 43 men and one woman working in four six-hour shifts and taking care of fifty acres of floor space. There are 2,000 white employees.

Last year THE CRISIS announced that Lewis D. White had been elected to Phi Beta Kappa at the University of Iowa. He received the key engraved with his name and date of graduation. The University now claims that he was not elected, but has been unable to explain why he received the key. At their request the key has been returned.

There were 13 colored graduates from the High School, Des Moines, Iowa. Several of these were prominent in dramatics, clubs and athletics.

Elbert Webb, one of the Negro students at North High has for the past three years participated in all major sports. He has won letters in football and basketball. Theodore Martin of Lincoln High was awarded a three-ring letter in football and four-year monogram in track as dashman, hurdler, and broad jumper. O. N. Robinson, and Melvin Overton of North High won letters for track work.

WEST INDIES

Among the delegates of the League for Colored People which met in London were John Clark, M. C. Sininan, Mr. and Mrs. Makavir, Messrs. Oscar and Joseph Ripeiro, O. Williams, and Doctors A. H. McShine and Patrick of Trinidad.

The Saint Thomas Cricket Association won over St. Croix in the inter-island cricket contest May 24, 1931. Conrad Cornerio is Chairman of the St. Croix Association.

P. A. Chang-Choong has been awarded the British Guiana scholarship for 1930.

A. S. Scott, A.M. Univ. of Kansas | *T. E. McWorter, M. S., Western Reserve Univ.* | *J. L. Lawson, M.S. Mass. Inst. Tech.* | *E. C. Brown, A.M. Univ. of Pa.* | *A. H. Maloney, Ph.D., Univ. of Wisc.* | *F. O. Wiggins, A.M. Univ. of Wisc.*

E. L. Butler, A.M. *Loyola* | *L. J. Marlin, A.M.* *Western Reserve* | *G. M. Jamison, A.M.* *Columbia Univ.* | *D. A. Edwards, M.S.* *Chicago* | *E. A. Christian, B.D., Yale* | *L. S. James, A.M.* *Columbia*

Residents of British Guiana have conducted a charitable breakfast-room for needy children attending primary schools in the Colony. During the last quarter, 958 meals were provided.

ASIA

An independent inquiry into the Indian emigrants returned from South Africa and other places to India has been published at Calcutta. It relates numbers of atrocities and proves conclusively to any fair minded reader that since 1893 up to the present year the principal aim of the whites of South Africa has been to get rid of the Indian population.

AFRICA

Miss E. R. Ajayi, a colored woman of Lagos, Nigeria, is editor and publisher of the new Nigeria *Daily Herald*.

In the Legislative Council of Nigeria there are nine colored members. Mr. O. Jibowu of Lagos, Nigeria, has been appointed Police magistrate. P. T. C. Thomas, a Negro merchant of Lagos, was for a time President of the Chamber of Commerce and is now Vice President. He employs five English clerks in his establishment in addition to numbers of colored persons.

The International Institute of African Cultures will hold a congress in Paris at the Colonial Exposition in October. It will be under the direction of Antoine Meillet, President of the Institute of France. The object of the Congress is to further African study and research. Among those present will be Marshal Lyautey, Lord Lugard and Dr. Chauvet, an authority on African music.

The white population of South Africa has increased nearly 9% since 1926 and now totals 1,820,527. The House of Assembly has 150 members, 61 coming from the Cape, 57 from Transvaal, 16 from Natal, and 16 from the Free State.

The African Recreative Club which has sponsored athletics for the last five years, formally opened a clubhouse at Anitsha on April 4, 1931. Chief Inspector, Gray Awani of Warri, assisted by Head Master Luke V. C. Amyogu of the R. C. M. school, and the Hon. Charles Alisa have been the leaders in promoting the program of this association.

Z. S. Faux has been retired after 33½ years of service, from the Bank of British West Africa in Sierra Leone, Mr. Faux served under twelve managements and in 1925 was invited to visit England by the Directors of the Bank as a mark of their appreciation.

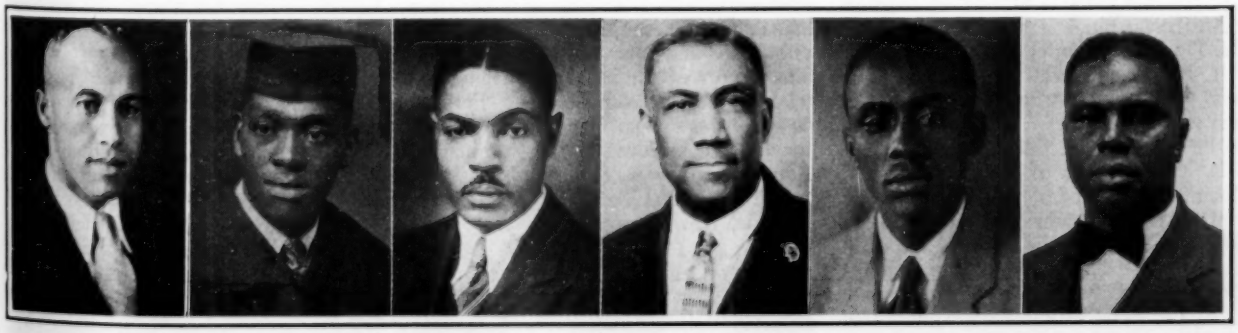
Dickson Brown is the new Secretary of the Treasury of Liberia. Previous to his appointment he had been employed by the Gold Coast Government Railway and as Collector and Inspector of Customs, Commissioner of Internal Revenue, and Comptroller and Auditor of the Treasury. He is also a Fellow of the National College of Music, London.

Recent reports made by the Director of Native Development, and by the Chief Native Commissioner, Southern Rhodesia, give the following statistics: 108,752 natives are attending the 1,450 government and state-aid schools. One hundred thousand of these are in the infant classes and only 1,500 are enrolled as pupils above standard 2. Two hundred fifty European teachers and 2,200 native teachers are employed.

In Industry 800 natives are engaged in trades or businesses of their own which include builders, shoe-makers brick-layers, carpenters, painters, brick-makers, tailors, well-sinkers, taxi drivers, and general dealers.

District officer Ikot Ekepene is patron of the Ntokon Athletic Club, Nigeria, and J. E. Offiong, President. There are several European Assistant Vice patrons. Recently the club opened new tennis courts. Their members play cricket, tennis, and football.

In London, nine West African students graduate this year from Kings College, Lincoln's Inn, University College and London University. Three are lawyers, 2 physicians, and 1 takes his Bachelor's degree with honors.



S. A. Haley, M.S.A. *Cornell* | *W. H. Branch, A.M.* *Columbia* | *H. S. Hill, M.S.* *Iowa* | *L. R. Posey, A.M.* *Ohio State* | *J. L. McNealy, A.M.* *Columbia* | *V. C. Turner, M.S.* *Cornell*

Postscript
by W. E. B. Du Bois

EDUCATION

THE most noticeable characteristic about American Negroes and the one which differentiates them among the newer groups of struggling humanity is their thirst for education. They send their children to school under extraordinary difficulties. They insist on pushing them through the high school and the college. And they do this in spite of advice and ridicule and difficult economic surroundings. This does not mean that all Negro parents seek to educate their children, but the proportion of Negroes who desire and insist upon education is large as compared with the peasantry of England, Ireland, Spain, Portugal and Italy, and favorable as compared with France and Germany, when opportunities are taken into consideration.

It is a favorite pastime among very wise men to laugh at this and to point out that black graduates are not all intelligent; do not necessarily get the best paying jobs, often search long for any jobs at all, and in other ways find difficulty in living and earning a living. All this is quite true and it is also quite silly to keep on saying it. Nobody ever expected that a college education was going to make a man out of a fool or that learning to read and write was a passport to success. But the fact remains and is indisputable, that the present condition of the American Negro is due to his insistence on sending his children to school and pushing them on through high school and college. May he have sense enough to keep this up.

THE DU BOIS LITERARY PRIZE

THE CRISIS is at last in position to make final statement concerning the Du Bois Literary Prize.

1. Mrs. E. R. Mathews offers an annual prize of $1,000 for published books written by Negroes. The first prize is to be given in the fall of 1932.

2. Only books of fiction published during the calendar years 1929, 1930 and 1931 will be considered for the 1932 prize. Of the books published certain ones will be chosen by the Nominating Committee between May 15 and July 1, 1932. The Nominating Committee consists of Oliver La Farge, William Stanley Braithwaite, Lewis Gannett, James Weldon Johnson and W. E. B. Du Bois. An Advisory Board has kindly assumed the duty of recommending books for the consideration of the Nominating Committee. This Board consists of the following persons, with whose names we have printed their comments:

"I shall be glad to serve." Charles W. Chesnutt.

"I consider it an honor." Dorothy Canfield Fisher.

"I am deeply interested." Du Bose Heywood.

"I shall be glad to serve. . . . Its name was mighty well chosen." Waldo Frank.

"I shall do anything I can." William Allen White.

"A damn fine thing and I will be only too pleased to be a member." Eugene O'Neill.

"Glad to serve." Carl van Doren.

"Yes, put me on the Advisory Board." Sinclair Lewis.

"Pleased to accept membership." Edna St. Vincent Millay.

"Accept invitation." Mordecai Johnson.

3. In 1933 books of non-fiction published in 1930, 1931 and 1932 will be considered, and in 1934, books of poetry published during 1931, 1932 and 1933; and so on in rotation.

4. The books chosen by the Nominating Committee will be submitted to a Board of Judges selected annually by the Committee and the prize volume will be announced on October 1. The presentation of the prize will take place not later than November 15, 1932.

May we call the attention of our readers to the fact that this prize is not for unpublished manuscripts or for magazine articles. It is for bound books published and put upon the market. The donors of the prize will not undertake to publish manuscripts. Persons or publishers who have books which they wish considered by the Nominating Committee may send them at any time to the Du Bois Literary Prize, 69 Fifth Avenue, New York.

THE N. A. A. C. P. AND PARTY FUNDS

ONE of the first acts of the Hoover administration was to kick Ben Davis, National Committeeman of Georgia, out of the councils of the Republican Party. THE CRISIS protested at this action, not because we regarded Mr. Davis as an angel of political light, but because we did not regard him as any worse than the mass of white scoundrels engaged in making a living by organized political theft in the south. We object to the color line even in political reform.

Mr. Davis, however, in view of the 1932 primaries, is evidently edging back toward the Republican bandwagon and one of his methods of proving loyalty is to suggest, by a series of editorials in the Atlanta Independent, that the N. A. A. C. P. in its attacks on the Grand Old Party is supported by Raskob and the Democratic National Committee.

We hasten to nail this lie in plain English: the N. A. A. C. P. in the 20 years of its existence has never received one cent directly or indirectly from the Republican, Democratic, Socialist, Communist or any other political party, or from any of their ward, city, state or national organizations; or from any individual who officially represented these parties. To prove this, our books, audited annually by W. C. Heaton and Company, certified public accountants, are open to inspection by any responsible person.

LINCOLN UNIVERSITY, PENNSYLVANIA

I WAS in a Southern city and in the home of a successful black physician. He was a graduate of Lincoln University. I said to him, "How unfortunate it is that Lincoln has no colored professors."

"Well, I do not know," he answered thoughtfully. "Personally, I doubt if colored teachers are as good as white teachers." "Heavenly days!" I said to myself. "The Lincoln policy of race discrimination in its own teaching force is doing far more harm than I had dreamed. It is sending out Negroes and excellent Negroes who do not believe in themselves." I determined, therefore, in the education number of THE CRISIS to launch another and harsher broadside against Lincoln for her policy than I ever had before, and I have touched the subject several times. As I was writing, there came the welcome news that Joseph Newton Hill,

a graduate of Lincoln, has just been appointed Professor of English to assume his active duties in September, 1932. He will be the first Negro to serve as full professor at this old and honored institution. We congratulate President Johnson and his board of trustees on this new departure. It comes late but it is all the more welcome.

THE PERFECT VACATION

I HAVE discovered, at least for myself, the perfect vacation. It was taken not in vacation time, when I have found rest quite impossible, but in February. It was taken in the South but not in Florida. I went first to Charleston, South Carolina and found sunshine and rain, the great tree where the companions of Vesey, the black Rebel, were hanged, the lure of old King Street and the Battery. I had supper with a young couple and motored to Somerville. I heard a brown physician tell how he was held in peonage in South Georgia; I met white secretaries of the Y. W. C. A. and conversed with them with great interest. There was a beautiful new Teachers' Home at Avery Institute and a lovely log cabin in the country where we spent part of the day. The little colored bank stands staunch. Charleston is one of the few cities in the United States that has not been hammered into convention. It is Southern and full of every variety of "Jim-Crow"; but it is lovely and curiously satisfying.

To avoid a part of the "Jim-Crow" car, I rode by the State College at Orangeburg and heard an astonishing sermon. But the school is a miracle. It has been pulled out of the purse of the South Caroline Legislature by a brown statesman. The chief thing that I noticed in Augusta was in the station: "Colored Men—Colored Women—White Men—Ladies."

The most terrible thing about War, I am convinced, is its monuments,—the awful things we are compelled to build in order to remember the victims. In the South, particularly, human ingenuity has been put to it to explain on its war monuments, the Confederacy. Of course, the plain truth of the matter would be an inscription something like this: "Sacred to the memory of those who fought to Perpetuate Human Slavery." But that reads with increasing difficulty as time goes on. It does, however, seem to be overdoing the matter to read on a North Carolina Confederate monument: "Died Fighting for Liberty!"

I came to Atlanta and to the ghost of Atlanta University. I heard all the voices of the past and found how in this transition period, the children of old A. U. are weeping. And yet birth-pains can never be made altogether pleasant and I think I see in Atlanta the finest opportunity for a really great Negro University that I have seen anywhere. Here on three different campuses are three separated but federated institutions: a mens' college; a womens' college, and a University. They are soon to be linked by a great library, and they are going to look down upon the terrible city.

I have seen nothing more disconcerting in its implications than the city of Atlanta. Conceive every mistake and crime that modern organized industrial life has committed and then go down to Atlanta and behold this frantic city, hurling itself blindly along the same paths: industrial exploitation, color caste, new millionaires, vast stores, prostitutes, gambling, and a new city hall with a tower!

I hurriedly went down into the country, beyond empty farms and wide lost spaces, to Fort Valley. I had a room furnished with flowers and a view of a quadrangle of new and well-proportioned buildings. There were four events in my stay: a class in journalism, which helped me dummy the April CRISIS with enthusiasm and endless questions; a party with young and eager teachers; an excursion down to South Georgia to hear the luscious voice of Marian Anderson; and finally, a Ham Show. Country folk brought in their hams and chickens and other things for competitive exhibition. Men told them to be thrifty and put their money in the bank—two thousand banks have failed in the South last year. They told them other things equally wise and foolish. The farmers had evidently heard this nonsense too often to be particularly impressed, but they themselves impressed me. And so did the school. It is a lovely oasis, but Good Lord, the surrounding desert! I saw the old prison burial ground at Andersonville and the two monuments, Federal and Confederate, making faces at each other. I came by Durham with the new buildings of the State College and particularly that extraordinary dining room and kitchen. Then I came happily home.

Of course—and over all of this—was the "race problem" and the rules of "Jim-Crow". There must be separate cars on the railroad; most of those that I rode in were not bad,—not, of course, as good as the white car—but both cars fairly empty. From Greensboro to Durham, for instance, there was place for thirty-four persons in my car. There were three persons present. The colored train porters are disappearing. There is no one to help the colored people on or off with their baggage; there is no step for them. The entrances to the depot are often insulting, particularly at Macon and the Terminal Station at Atlanta. It is better at Greensboro.

There is, of course, difficulty in the stations about tickets and telegrams, papers and Pullmans. And above all, and over the South, there is still the custom of murder. It is extraordinary in the South how people are killed! In Macon, a white worker, quite an ordinary person, forbids his daughter to marry a young white mechanic. She gets married. The father invites the son-in-law to dinner and casually kills him. "What is this town noted for?" I asked of the driver, as we wheeled through a South Carolina village. "Murder," he said sententiously.

AN APPEAL TO THE PRESIDENT OF THE UNITED STATES

The National Association for the Advancement of Colored People in Twenty-second Annual Conference assembled, wishes to appeal to the President of the United States for some immediate step to reassure the people of Haiti that the United States intends to keep its pledged word and restore Haitian independence. Recognizing all the inherent difficulties in the case, it nevertheless seems clear that while Haiti has kept its word, and lived up to all its promises, the United States, on the other hand, has been so slow and ungracious as to give the Haitians grounds to fear that the United States does not intend to surrender the administration of Haiti to its own elected government in any reasonable time. It is unfortunate that the least suspicion of such lack of good faith should be possible and we appeal to the President of the United States for such clear word and straightforward action as will make our national honor unquestionable.

We respectfully urge immediate fulfillment by the United States Government of all recommendations of the Forbes Commission. We further urge the appointment of a new commission, at least one member of which shall be an American Negro, to devise steps for withdrawal of all American control of Haiti prior to expiration of the present treaty in 1936, concerning the legality of which there is some grave doubt in Haiti; with the concession of one American observer in each of the services until 1936 to act in an advisory capacity, should the governments of Haiti and the United States mutually deem such observers necessary.

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Exchange Students

By MILTON S. J. WRIGHT

FOR the past five years I have been interested in the possibility of establishing exchange fellowships between our American Negro colleges and universities, and foreign universities. This in order that students of our group might get to know other peoples better, and that other peoples might have the opportunity of knowing us better.

I have found during my year of study and travel here in Europe that the average European has either a most prejudiced and entirely false conception of the Negro (the American Negro) as he really is, or is almost totally ignorant of his life and activities. If we could inaugurate an exchange-student program with various foreign countries; if students from foreign countries were invited by, and given the opportunity of studying in our institutions of higher learning as guests of those institutions and official representatives of their respective universities; and if students from our American Negro universities were given this same opportunity in foreign universities then the peoples of these various countries could see for themselves that all black people are not savage or criminals, as they are too frequently painted.

About a month ago I called at the office of the "Deutscher Akademischer Austauschdienst" in Berlin, (the office which has direct charge of exchange students with German universities) and presented the proposal of an exchange between German and American Negro institutions. The directors seemed heartily in accord with the idea and have assured me of their support.

The only apparent "hitch" in the matter is that there is a gentlemen's agreement between the Deutscher Akademischer Austauschdienst of Berlin, and the Institute of International Education of New York,—i. e.: that all matter with regard to exchange students between Germany and the United States should be handled *only* through these two offices.

Since the German office has assured me (in writing) that it is willing to subscribe to the proposed plan, now the entire matter apparently hinges upon whether or not America will approve. In this latter matter I am asking for your help. I wrote to the Institute more than a month ago but as yet have heard nothing from it. The news of the possible exchange has been carried by several of the German newspapers, and many German students have expressed their hopes that the proposal will become a reality. Meanwhile, I am keeping in touch with the Berlin office. Please do what you can at the office of the Institute of International Education, and let me hear from you as soon as possible.

Milton S. J. Wright is an American Negro student at the University of Heidelberg. He has contributed to THE CRISIS *before and now sends this important letter.*

A COLLEGE PRESIDENT

(Continued from page 265)

are not as sympathetic as former friends. President Hill believes that chance benevolence is too risky to assure the perpetuity of an institution. So, today, at the ripe age of seventy-seven, when most men are content to rest upon past deeds and let the rest of the world go on, we find President Hill bending every effort to raise a five hundred thousand dollar endowment, to quote his own words: "In order that the man who follows me may not have as hard time as I have had and that the School might live when I am gone."

In September the School will celebrate its Golden Jubilee Anniversary. It is the hope of President Hill that at this time the endowment goal will be reached. Nothing could bring more gladness to President Hill's heart than to realize this great ambition, not because of selfish reasons but because he wants others not of his race to be assured of continued advancement when he has passed beyond.

GARY SCHOOL SYSTEM

(Continued from page 268)

There are many racial groups represented in the system among the teaching staff but all are on equality in matters of qualification, supervision and salary. The average salary for ten months work is $2,052.50.

The Emerson school, which is situated on the North side, far removed from the thickly settled, South side colored district, has all along had a few colored pupils until the famous strike. It was on September 29, 1927, that the white pupils walked out because of the presence of 19 colored pupils. In the adjustment, many of the students remained, the balance of that year, while others withdrew voluntarily. A suit

ARTISTS' DIRECTORY

Who's Who

SCHOOL, church and club executives, when arranging single programs or a series of entertainments, will find it to their advantage to consult this column for available artists. Complete information concerning all listed below is available through the free Information Service maintained by THE CRISIS.

Artists desiring listing that establishes contact with schools enrolling over 25,000 students, churches, clubs and civic bodies, should communicate with the Artists Directory of THE CRISIS. A nominal fee is charged.

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LUVENA WALLACE DETHRIDGE (Concert soprano). Open dates for recitals. Address: Richmond, Indiana. (Telephone 2424.)

HELEN HAGAN (Concert pianist). Bachelor of Music, Yale University and graduate from the Scola Cantorum, France. Has returned to the concert stage. Recital schedule in preparation. Park Square Building, Morristown, N. J.

ORRIN C. SUTHERN (Concert organist). St. Andrew's Episcopal Church, Cleveland. Colleague of the American Guild of Organists. Address: 10214 Adams Avenue, Cleveland, Ohio. (Telephone Henderson 8302.)

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CRISIS SCHOOL DIRECTORY

was instituted against the school board, sponsored by the National Association for the Advancement of Colored People. The case was lost in the lower courts, but it was taken to the higher courts, where it is still pending.

The Froebel school which is the largest center in the entire Gary system, is located on the South side, not far from the colored wards. Of the 3,000 pupils of this school, 707 are colored. There are two teachers of the colored group in the day school and several in the night school. There has always existed most cordial relation between the two races here. Negroes have frequently been stars on athletic teams. Gordon, of broad jump fame and the Olympic star, who is now a senior at the University of Iowa, is an alumnus of this school. His father, E. L. Gordon, is secretary of the local "Y."

The East Pulaski school has an enrollment of 908 pupils and 27 teachers. H. Theodore Tatum, the principal, has been here nearly ten years; he was formerly director of the New Orleans Teachers Normal. He took his A.B. from Wiley (highest honor graduate), and his M.A. from Columbia. He is now doing Post-graduate work, leading toward his Ph.D. It is generally conceded by both races that Mr. Tatum has very few equals and no superiors among the administrators of the Gary school system. In the various city-wide contests in dramatics, oratory, music and athletics, the East Pulaski school has captured some of the highest honors each year.

The Roosevelt school has an enrollment of 2,154 pupils and 52 teachers. F. C. MacFarlane, the principal, graduated from the Norre Nissum Teachers College, Jutland, Denmark, at the head of his class. During 1926-27 he was Fellow of the General Education Board, doing graduate work at Columbia, from which he received his M.A. He came to Gary in the fall of 1927.

Early in May of last year the track team of Roosevelt, under coach Cooke participated in the first all-Negro, Middle West Track and Field meet at Lincoln College, Jefferson City, Missouri. Roosevelt was the high-point school, while Opal Courtney, the outstanding Roosevelt athlete, was high-point man.

In an interview with Dr. William A. Wirt, the superintendent of the schools, he declared that the general standard of qualification of the colored teachers was higher than that of the whites. He was of the opinion that this was on account of the fewer openings for educated colored men and women. Dr. Wirt produced figures to show that there were no more failures among the colored than

(*Will you please turn to page 284*)

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(*Continued from page 282*)

among the whites; moreover that there was just as large a proportion of colored youths who went on through the high school as there is among the other groups. This was thought to be remarkable, when it is remembered that the majority of Gary people are newcomers, many from parts of the South where the school advantages are meager indeed.

N. A. A. C. P.

(*Continued from page 271*)

and unemployment, protection of women and children and free education. Beyond this, the Negro is going to use his vote to compel the United States Government to keep its promise to restore the independence of Haiti, to give freedom within or without the Union to the Virgin Islands, the Philippines and Hawaii and economic justice to Cuba. The American Negro is in sympathy with the whole movement in Africa, India and the colored world is looking towards independence and self-determination. The American Negro still believes in education. He protests against race discrimination in public elementary education throughout the South which is condemning him to continued ignorance; he demands better high school facilities, both North and South, and he urges Negroes still more to increase the number of young men and young women who are given college education.

All this, however, is simply to give us civil freedom, political power and intelligence, so as to help in the re-making of modern society. We stand shoulder to shoulder with those far-seeing thinkers of the world who declare that the income of the mass of people must be increased; that poverty must be abolished; that inordinate wealth is immoral and dangerous, and that industry must more and more in the future be a democracy and not an oligarchy.

MY CRISIS came, and there I sat, letting my breakfast cool while I read your Spingarn Medal address. (Do you get the force of that?)

I think that is the finest and most appreciative tribute to one who richly deserves from one who deeply understands. It is beautiful with warm human sympathy.

And those others richly deserve the sharp whack you gave them in the solar plexus. More strength to your elbow.

To say such things to such an audience on such an occasion took courage. This you have always had, if I remember correctly. *Intestinal fortitude* is your long suit—one of them.

I am proud to subscribe myself as your Friend of olden times—and now.

——— ———, Chicago.

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OUR READERS SAY

JUST a word to let you know what I think of the last issue of the CRISIS. It is great!

R. R. Wright, Jr., Philadelphia.

I AM —— graduate, I have taught in West Virginia, Tennessee, Florida and South Carolina and in each of these states I have been rated a good teacher—popular with the students and respected by the faculty. My difficulty seems to be that I expect the moral standard of the President to be higher than that which usually obtains. Of course there are exceptions but you know what the result is if one seems to criticize. In one state I was referred to, by the president, as the students champion, and that, said he, is the feeling throughout the state. My reply was: I do not think that one may honestly take that attitude because I have certainly stood with the faculty when I felt that I was justified in doing so. "You are being paid to stand with the Faculty right or wrong." Perhaps I was somewhat rash in my reply. There is not enough money in the state to pay me to do that; but I meant every word of it. This event took place in the fall. Last May I was not recommended to the Board for re-election. Through friends I learned, after school closed, that I was not to be on the Faculty another year. This information came to me upon my return in June. The President, when approached, informed me that the Board felt that "You are not in harmony with the policies or in sympathy with the needs of this Institution." I have five children and felt that at least for their sakes, the President—a fraternity brother—could have told me that he planned to dismiss me. I have since written him for a recommendation so that I may find work elsewhere but he has ignored my letter.

At present I am working on my Master's Degree in Sociology and expect to complete half of my work in spite of the fact that I entered the semester more than three weeks after the opening. The work is so very interesting that it fascinates me. The only trouble is I must find work in order to try to finish in February or as soon as possible.

Please give me your candid opinion of my actions and offer any suggestion that you have in mind.

——— ———, Penna.

YOUR attitude so far as I can judge from the general outline that you give me is absolutely justifiable. On the other hand, as I have reason to know, anyone that takes an attitude like this is extremely liable to lose his job. I lost one that way.

W. E. B. D.

I HAVE just read with great interest the Report of your Association for the past year. Although I have frequently disagreed with the policy of the Association as expressed through its official organ—THE CRISIS—I feel that there is need for your Association especially in the field of protecting the civil rights, under the Constitution, of the Negro, and that it is working constructively and intelligently towards this end. I wish very much that the "CRISIS" could be fairer to those who disagree with some of its policies, or who are mainly interested in Negro education, or in improving the relations between white and colored people, or in other emphases; but I recognize that Dr. DuBois has been a great crusader for what he has believed to be the best way to advance the Negro's welfare. As I once said to him, I have thought that most of the constructive things for which he stood were distinctly worth while, but that his attacks on others were often most unfair and did the cause we all have at heart harm. I have felt that this could be advanced better if the paper he edits for your Association treated in a fairer way the honest and intelligent efforts being used by other groups to promote the welfare of the Negro, in other ways than those for which the "CRISIS" especially stands.

ANSON PHELPS STOKES, D. C.

I NOTED with considerable interest and surprise, the letter you published in your April issue, relative to the prisoner at Walla Walla State Prison, Washington. . . .

By publishing that letter in the CRISIS, knowing full well that numbers would read and probably be touched by the plea contained therein, you lay your reading public open to all manner of danger, and open wide the doors for unsuspecting philanthropists to be fleeced. As the prisoner stated, he was appealing to you because the white organizations would not help him.

Why would the N. A. A. C. P., refuse him $15, when he deserved assistance? He must have deserved aid, or you would never have published that letter, and by your refusal to help him, you are failing in the very thing you so proudly profess to stand for. It certainly appears to be a case of "passing the buck," and I grieve to see the N. A. A. C. P., stoop to such tactics.

DALLAS F. NICHOLAS, Md.

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W. E. B. D.

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CARRIE PRICE, Va.

NEGROES who believe that the Catholic (Roman) Church, of all the ecclesiastical bodies, is the best friend of the Negro, ought to have the courage, and sincerity of conviction to become members of that body. I have not one unfriendly word to say of Roman Catholics; I could say very much in high praise. But with all this, whenever contrast is made, it should never be forgotten that most, if not all, the trouble Negroes have experienced with religious bodies other than the Roman Catholic Church, has centered around the communion cup, or representative assemblies. The Roman Church has not the same situation with which to contend. The chalice is denied the laity, and there are no such representative assemblies as obtain in churches not in Obedience to Rome. It is always refreshing to think of Abbé Gregoire, John Ireland, and Cardinal Gibbons. But it is absolutely true that among all of the various white religious bodies there have always been faithful, militant, and outspoken friends of the black man.

GEORGE F. BRAGG, Jr., Md.

SEVERAL years ago, you wrote at length, in the CRISIS, in answer to the Welchman, one Thomas Jesse Jones, about Africa, and the attitude of the man, as revealed in your admirable reply, made me feel sad. Your reply to Mr. Jones was masterly, and now comes another admirable reply, to another white man who only sees only half truth. Again, your present reply and answer is most admirably done.

J. M. Boddy, Minnesota.

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